

# DRAFT

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## For Review Purposes Only

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These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on [EngageNY.org](http://EngageNY.org).

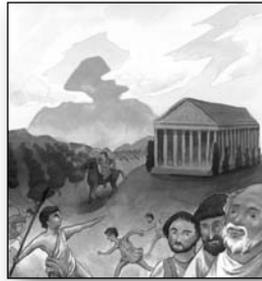




The Core Knowledge Language Arts Program

Grade 2

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

# The Ancient Greek Civilization

Version 2.0

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Pilot Edition  
Version 2.0

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# TABLE OF CONTENTS

## The Core Knowledge Language Arts Program

### The Ancient Greek Civilization Version 2.0

Introduction to The Ancient Greek Civilization . . . . .	iv
Lesson 1 The Ancient Greeks . . . . .	1
Lesson 2 Mount Olympus, Part I . . . . .	13
Lesson 3 Mount Olympus, Part II . . . . .	26
Lesson 4 The Olympic Games . . . . .	38
Lesson 5 All for Sparta . . . . .	52
Lesson 6 Athens and the Olive Tree . . . . .	64
Lesson 7 Athens: The Birthplace of Democracy. . . . .	75
Pausing Point 1 . . . . .	87
Lesson 8 Marathon . . . . .	95
Lesson 9 Thermopylae: The Persians Strike Again . . . . .	108
Lesson 10 The Great Thinkers of Greece . . . . .	120
Lesson 11 Alexander the Great, Part I . . . . .	134
Lesson 12 Alexander the Great, Part II . . . . .	146
Pausing Point 2. . . . .	159
Domain Assessment . . . . .	166
Appendix . . . . .	169

# Introduction to The Ancient Greek Civilization



This introduction includes the necessary background information to be used in teaching The Ancient Greek Civilization domain. The *Tell It Again! Read-Aloud Anthology* for The Ancient Greek Civilization contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of 60 minutes.

We have included two Pausing Points in this domain, one after Lesson 7, and another after Lesson 12. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. You should spend no more than sixteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for The Ancient Greek Civilization
- *Tell It Again! Image Cards* for The Ancient Greek Civilization
- *Tell It Again! Workbook* for The Ancient Greek Civilization
- *Tell It Again! Posters* for The Ancient Greek Civilization

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

## **Why The Ancient Greek Civilization Is Important**

This domain will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the gods and goddesses of the ancient Greeks, to the city-states of Sparta and Athens, and to the philosophers Socrates, Plato, and Aristotle. They will learn about

the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own. In addition, students will work together to write a fictional narrative paragraph describing a character's life in the days of ancient Greece.

This domain will lay the foundation for review and further study of ancient Greece in later grades and will help students better understand world history and American history in later years.

### **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1**

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The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in *The Ancient Greek Civilization*:

- *Kings and Queens* (Kindergarten)
- *Early World Civilizations* (Grade 1)
- *Early American Civilizations* (Grade 1)

Listed below are the specific content objectives your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Describe what a king or queen does
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of that person

- Understand that kings usually possess gold and other treasures
- Describe the behaviors that reinforce that kings and queens are royal
- Discuss the difference between valuing relationships with people and valuing wealth
- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- Explain why rules and laws are important to the development of a civilization
- Recognize how a leader is important to the development of a civilization
- Understand that a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa
- Describe key components of a civilization
- Identify and describe the significance of structures built in Mesopotamia and ancient Egypt
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Identify Judaism, Christianity, and Islam as major monotheistic world religions
- Locate the continents of Asia and North America on a world map or globe
- Understand that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Understand that the Aztec established a vast empire in central Mexico many, many years ago
- Recognize by name the emperor of the Aztec, Moctezuma
- Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago

# Instructional Objectives for The Ancient Greek Civilization

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

The Ancient Greek Civilization Overview												
Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Core Content</b>												
Identify the area of ancient Greece on a map	✓											
Describe the terrain of ancient Greece and how it affected its development	✓											
Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map	✓											
Define the term <i>civilization</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Define the term <i>city-state</i>	✓											
Understand that the ancient Greeks worshipped many gods and goddesses		✓	✓			✓						
Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods		✓	✓									
Identify ancient Greece as the site of the original Olympic Games				✓								
Describe the Olympic Games of ancient Greece				✓								
Describe how the contributions of the ancient Greek civilization have influenced the present				✓		✓	✓	✓	✓	✓		
Describe the city-state Sparta and the Spartan way of life					✓				✓			
Understand that Athens is named after the goddess Athena						✓						
Describe the city-state Athens						✓	✓					
Describe how the Athenians worshipped Athena						✓	✓					
Be familiar with the Parthenon						✓						
Define the term <i>democracy</i>							✓					
Identify Athens as the birthplace of democracy							✓					
Understand how Athenian boys and girls were educated							✓					

Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Core Content</b>												
Recognize that women did not have as many rights as men in Greek society							✓					
Compare/contrast life in Sparta and Athens							✓					
Understand the significance of the battles of Marathon and Thermopylae								✓	✓			
Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece										✓		
Describe the accomplishments of Alexander the Great											✓	✓
<b>Language Arts</b>												
Use agreed-upon rules for group discussions . . . (L.2.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn common sayings and phrases such as “Where there’s a will, there’s a way” and “Practice what you preach” (L.2.9)				✓						✓	✓	
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.2.10)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.2.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.2.12)	✓	✓	✓			✓			✓		✓	✓
Describe illustrations (orally or in writing) (L.2.13)		✓	✓	✓	✓							
Use pictures accompanying the read-aloud to check and support understanding . . . (L.2.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use word parts to determine meanings (L.2.16)	✓											✓
Learn synonyms and antonyms (L.2.17)	✓				✓							
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret information (orally or in writing) presented and ask questions to clarify information . . . (L.2.19)									✓	✓		✓
Summarize (orally or in writing) text content . . . (L.2.20)									✓			
Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot . . . (L.2.21)										✓	✓	✓
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Language Arts</b>												
Compare and contrast (orally or in writing) similarities and differences . . . (L.2.23)	✓		✓	✓			✓					
Make personal connections (orally or in writing) . . . (L.2.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Begin to write persuasive pieces . . . (L.2.26)							✓					
Interpret information from diagrams, charts, graphs, graphic organizers (L.2.27)												✓
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)	✓	✓		✓		✓		✓				
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.2.32)					✓							
Share writing with others (L.2.34)	✓	✓		✓	✓	✓	✓	✓	✓			✓
Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)			✓									
Create, tell, and/or draw and write an original story with characters . . . (L.2.39)										✓	✓	✓
With assistance, categorize and organize facts and information . . . (L.2.43)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

This domain gives students exposure to the fictional narrative genre.

## ***Core Vocabulary for The Ancient Greek Civilization***

The following list contains all of the boldfaced words in The Ancient Greek Civilization in the forms in which they appear in the read-alouds. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p><b>Lesson 1</b></p> <p>boundaries</p> <p>contributions</p> <p>independently</p> <p>rugged</p> <p>unique</p>	<p><b>Lesson 5</b></p> <p>conquest</p> <p>council</p> <p>discomfort</p> <p>permanently</p> <p>self-discipline</p>	<p><b>Lesson 9</b></p> <p>channel</p> <p>defeating</p> <p>deserted</p> <p>fate</p> <p>prefer</p>
<p><b>Lesson 2</b></p> <p>delightfully</p> <p>longingly</p> <p>massive</p> <p>messenger</p> <p>summoned</p>	<p><b>Lesson 6</b></p> <p>blessing</p> <p>ideal</p> <p>ignite</p> <p>overjoyed</p> <p>swiftly</p>	<p><b>Lesson 10</b></p> <p>affection</p> <p>astonishing</p> <p>marvelous</p> <p>philosopher</p> <p>proof</p>
<p><b>Lesson 3</b></p> <p>dedicate</p> <p>grove</p> <p>mission</p> <p>spectacle</p>	<p><b>Lesson 7</b></p> <p>achieve</p> <p>architecture</p> <p>assembly</p> <p>debated</p> <p>democracy</p>	<p><b>Lesson 11</b></p> <p>ambitious</p> <p>devoted</p> <p>retreat</p> <p>tame</p>
<p><b>Lesson 4</b></p> <p>compete</p> <p>determination</p> <p>grand</p> <p>sacred</p> <p>victory</p>	<p><b>Lesson 8</b></p> <p>avoid</p> <p>marathon</p> <p>mercy</p> <p>purposely</p> <p>tribute</p>	<p><b>Lesson 12</b></p> <p>attention</p> <p>flung</p> <p>invader</p> <p>proclaimed</p>

## ***Student Choice and Domain-Related Trade Book Extensions***

In the *Tell It Again! Read-Aloud Anthology* for The Ancient Greek Civilization, Student Choice activities are suggested in both Pausing Points and in Lesson 5. Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***The Ancient Greek Civilization Image Cards***

There are twenty-five Image Cards for The Ancient Greek Civilization. The Image Cards include illustrations and photographs to help students review the key features of a civilization. These may also be used to review key facts from the read-aloud. In the *Tell It Again! Read-Aloud Anthology* for The Ancient Greek Civilization, Image Cards are referenced in both Pausing Points as well as in Lessons 1–11.

## ***The Ancient Greek Civilization Posters***

There are two Posters for The Ancient Greek Civilization. These Posters may be used to show students varying locations in Greece and areas surrounding Greece that are discussed in the read-alouds. The Posters may also be used to point out different city-states, battle locations, and routes discussed in the read-alouds, as well as give students a visual of different empires. Poster 1 is referenced in both Pausing Points and in Lessons 1, 2, 4–6, 8, and 10–12. Poster 2 is referenced in Pausing Point 2 and in Lesson 9.

## ***Instructional Masters and Parent Take-Home Letters***

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for The Ancient Greek Civilization, Instructional Masters are referenced in the Domain Assessment, both Pausing Points, and in Lessons 1–12. The Parent Letters are referenced in Lessons 1B and 8B.

## **Assessments**

In the *Tell It Again! Read-Aloud Anthology* for The Ancient Greek Civilization, Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

# Tens Conversion Chart

		Number Correct																																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
1	Number of Questions	0	10																																				
2	Number of Questions	0	5	10																																			
3	Number of Questions	0	3	7	10																																		
4	Number of Questions	0	3	5	8	10																																	
5	Number of Questions	0	2	4	6	8	10																																
6	Number of Questions	0	2	3	5	7	8	10																															
7	Number of Questions	0	1	3	4	6	7	9	10																														
8	Number of Questions	0	1	3	4	5	6	8	9	10																													
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																												
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																											
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																										
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																									
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																								
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																							
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																						
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																					
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																				
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																			
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																		
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																	
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10															
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10														
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10													
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10												
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10											
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10										
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10									
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10								
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10							

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart at the end of the appendix.

## **Recommended Trade Books for The Ancient Greek Civilization**

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

1. *Adventures in Ancient Greece (Good Times Travel Agency)*, by Linda Bailey (Kids Can Press, 2002) ISBN 1550745368
2. *Ancient Greece*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050166
3. *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics*, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2004) ISBN 0375823786
4. *The Gods and Goddesses of Olympus*, by Aliki (HarperCollins, 1994) ISBN 0064461894
5. *Hour of the Olympics (Magic Tree House, No. 16)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1998) ISBN 0679890629
6. *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece*, by Fiona Macdonald (Kingfisher Publications, 1997) ISBN 0753450569 (Note: This book contains partial nudity.)
7. *The Librarian who Measured the Earth*, by Kathryn Lasky (Little, Brown and Company, 1994) ISBN 0316515264
8. *Life in a Greek Trading Post*, by Jane Shuter (Heinemann Library, 2005) ISBN 1403464510
9. *Life in Ancient Athens*, by Jane Shuter (Heinemann Library, 2005) ISBN 1403464502
10. *Parthenon*, by Lynn Curlee (Atheneum Books for Young Readers, 2004) ISBN 0689844905 (Note: This book contains partial nudity.)
11. *Wise Guy: The Life and Philosophy of Socrates*, by M. D. Usher and pictures by William Bramhall (Farrar Straus Giroux, 2005) ISBN 0374312494

\* Some of these titles may be put into the classroom book tub for various reading levels.

# 1

## The Ancient Greeks



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Identify the area of ancient Greece on a map
- Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map
- Describe the terrain of ancient Greece and how it affected its development
- Define the term *civilization*
- Define the term *city-state*

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

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**boundaries, n.** Edges; lines or markings that indicate a border or limit

*Example:* Our mom warned us that if we leave the boundaries of the yard, we will not be allowed to play outside anymore!

*Variation(s):* boundary

**contributions, n.** Things or ideas that are shared and passed down through time because they are considered helpful and good

*Example:* The Olympic Games is one of the major contributions of the ancient Greeks.

*Variation(s):* contribution

**independently, adv.** On your own; acting free from the control of other people or things  
*Example:* As you grow older, you learn to do more things independently, like reading a book by yourself.  
*Variation(s):* none

**rugged, adj.** Rough; uneven  
*Example:* Jim and his father were exhausted after hiking up the rugged mountain trail.  
*Variation(s):* none

**unique, adj.** Special; the only one of its kind  
*Example:* My aunt has a unique collection of antique jewelry from around the world.  
*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>		10
	<b>Where Are We?</b>	The Ancient Greek Civilization Poster 1 world map or globe	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Ancient Greeks</b>	The Ancient Greek Civilization Poster 1 world map or globe	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	The Ancient Greek Civilization Poster 1 world map or globe	10
	<b>Word Work: Independently</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Civilization Chart</b>	Image Cards 1–3 Instructional Master 1B-1 (optional) chart paper, chalkboard, or whiteboard	20
	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Masters 1B-2 and 1B-3	

# 1A

## The Ancient Greeks



### Introducing the Read-Aloud

10 minutes

#### Domain Introduction

Tell students that they are going to hear about an ancient civilization that is still remembered today for the ways its people thought and lived. Ask students to share what the word *ancient* means, and review that *ancient* means very old. So, an ancient civilization is one that is very old and was formed many, many, years ago. Ask if anyone remembers what a civilization is. Explain that a civilization is a group of people living together in a well-organized way. People in civilizations build cities, have writing systems, have leaders and laws, practice religions, grow their own food by farming, and have different people doing different jobs. Tell students that groups of people around the world—in ancient times and modern times—have done these things. There have been, and still are, many civilizations.



← Show image 1A-5: Kings from ancient civilizations (from left to right on both rows: Mesopotamian, Egyptian, Aztec, Inca)

Ask students if they remember any ancient civilizations that they have learned about. Allow them to share what they know. Point to the image and tell them that some ancient civilizations they may have heard about include the Mesopotamians, the Egyptians, the Maya, the Aztec, the Inca, the Chinese, and the Indian.

(Note: Students who have been in the Core Knowledge Language Arts program may be familiar with these ancient civilizations from the Grade 1 *Early World Civilizations* and *Early American Civilizations* domains and the Grade 2 *Early Asian Civilizations* domain.)

## **Where Are We?**

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Tell students that the civilization they are going to hear about developed after the time of the ancient civilization of China. Tell students that this civilization developed in an area of the world across the Atlantic Ocean on the continent of Europe. Using a world map or globe, have a volunteer point to where your class lives in the United States and then point to the continent of Europe. Point to the present-day country of Greece and tell students that long, long ago, a large civilization of people lived together in that area in a well-organized way. Show students The Ancient Greek Civilization Poster 1 included in this domain. You may wish to hang this Poster in your classroom for quick reference throughout coverage of this domain.

## **Purpose for Listening**

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Tell students to listen to find out more about this ancient civilization that developed long ago across the Atlantic Ocean on the continent of Europe.

## The Ancient Greeks

- 1 (Point to each area on a world map or globe as you read the following text.)
- 2 or edges
- 3 One way to remember the three seas is the acronym BAM—B: Black, A: Aegean, and M: Mediterranean.
- 4 or journeys
- 5 (Show the distance from Greece to Britain and to India on the world map or globe.) Why do you think the Greeks would want to travel so far?



← Show image 1A-1: Map of ancient Greece<sup>6</sup>

- 6 This map shows the main area of ancient Greece we will study. (Point out this area on your world map so students clearly understand the location in context of the surrounding area.)
- 7 or buildings and other things that were extraordinary in size or appearance



← Show image 1A-2: Rugged Greek landscape with olive tree

- 8 Do you remember why the land near rivers is more fertile?
- 9 or rough and uneven
- 10 (Point to the tree in the image.)
- 11 or strong

About 2,800 years ago, there lived a civilization of people called the ancient Greeks.<sup>1</sup> Today, we call part of the area where this ancient civilization lived the country of Greece. Long ago, however, the ancient Greeks lived on a much larger area of land. The **boundaries**<sup>2</sup> of ancient Greece spread widely to the east and west, into many areas bordering on the Black Sea to the north, and across hundreds of islands in the Mediterranean and Aegean Seas.<sup>3</sup> Expeditions<sup>4</sup> by land and by ship allowed the Greeks to travel as far west as present-day Britain and as far east as India.<sup>5</sup> The ancient Greeks traveled to explore far-off lands, and also to trade—or buy and sell—goods with people from other areas.

The ancient Greeks were similar to other ancient civilizations in some ways. They all had writing systems, leaders and laws, religions, and different people to do different jobs. And all of these ancient civilizations—the Egyptians, Mesopotamians, Indians, Chinese, Maya, Inca, Aztec, and Greeks—discovered ways to design and build magnificent structures<sup>7</sup> that can still be seen today. You will see pictures of some of these structures in another lesson.

The ancient Greeks, however, were also different from other ancient civilizations in many important ways. Unlike the Egyptians and Mesopotamians, the Greeks did not develop around a great river, like the Nile in Egypt or the Tigris and Euphrates near Babylon. The Greek land was not as fertile as the land near those wide, flooding rivers.<sup>8</sup> Greece is a land of high, **rugged**<sup>9</sup> mountains, and in many parts, farming for the ancient Greeks was a struggle.<sup>10</sup> You are going to hear about one type of hardy<sup>11</sup> tree, however, that the ancient Greeks were able to grow in

12 or in great amounts



13 (Point to the boat and then to the coastline in the image.) Harbors are sheltered places on the water where ships can safely load and unload their cargo, or goods. Why do you think many Greeks became sailors and fishermen instead of farmers?

14 (Ask a volunteer to point to the island of Crete on Poster 1. Have students repeat the name of the island.)



15 (Point to the mountains and valley as you read the following text.)

16 The word *independently* means acting on your own or in a way that is free from the control of other people or things.

abundance.<sup>12</sup> In addition to being farmers, some Greeks were also shepherds who took care of sheep on this rugged land.

← **Show image 1A-3: Fishing boat and harbor**

Some Greeks built harbors near the Black, Aegean, and Mediterranean Seas, and many became expert sailors and fishermen, using boats like the one in this image.<sup>13</sup> The largest island in the Mediterranean Sea was known—and is still known today—as Crete.<sup>14</sup> Being surrounded by water made the ancient Greeks on the island of Crete especially skilled seafarers, a name for people who earn a living by working at sea.

← **Show image 1A-4: Mountains and valley**<sup>15</sup>

The high Greek mountains also made a large difference in the way ancient Greece was ruled. Because the mountains split Greece into lots of little valleys, it was very difficult to move from place to place. Many Greeks stayed in one place and married people from the same community. Each city in each valley became its own little nation, which we refer to today as a city-state. Each city-state had its own government and its own laws, which controlled the surrounding area. All the Greek city-states shared the same language, although each city-state had different dialects, or slightly different ways of speaking the language.

Sometimes the Greeks had the same ideas of how to live their lives, but they did those things **independently** of one another.<sup>16</sup> In fact, the ancient Greeks were highly competitive, and only in an emergency would they work together. After each emergency, each city-state would go back to independently minding its own business. People in each city-state thought of themselves less as united Greeks and more as citizens of their particular city-state.



← Show image 1A-5: Kings from ancient civilizations (from left to right on both rows: Mesopotamian, Egyptian, Aztec, Inca)

The ancient Greeks looked at the world around them very differently from the way other people of their time looked at things. For example, you are going to hear the story of how one city-state decided not to have a king anymore. Not only was this different from what other Greeks were doing, it was completely different from what the Mesopotamians and Egyptians had done before, and from what the Aztec, Inca, and other civilizations would do in the future. The idea that the ancient Greeks came up with instead of a king was so new, even they were surprised by it!<sup>17</sup>

17 What do you think the idea was?

You will hear more about this later. For now, all I will say is that the Greeks had a **unique** way of seeing and thinking about things.<sup>18</sup> We have a lot of exciting adventures ahead of us as we learn about the unique way the ancient Greeks lived and thought about things, and how their many **contributions** are a part of our lives today.<sup>19</sup>

18 The word *unique* means special or the only one of its kind.

19 Contributions are things or ideas that are shared and passed on because they are considered helpful and good.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What is a civilization? (a large group of people living together in a well-organized way) What are some civilizations that you have learned about? (Mesopotamians, Egyptians, Indian, Chinese, Greeks, Maya, Aztec, Inca)

2. Who can locate the area of the ancient Greek civilization on the map? Was the area of land where the ancient Greeks lived smaller or larger than the present-day country of Greece? (larger)
3. What are the names of the three seas that formed the boundaries of ancient Greece? Hint: Think of the acronym BAM. (Black Sea, Aegean Sea, Mediterranean Sea) Who can point to these three seas on the map?
4. What is the name of the largest island in the Mediterranean Sea that was part of the ancient Greek civilization? (Crete) Who can point to the island of Crete on Poster 1?
5. Describe the terrain, or land, of ancient Greece. (rugged, rocky, not near a river, surrounded by seas, not as fertile to grow crops as land in other areas) How did this terrain affect how the ancient Greek civilization developed? (People farmed less and used the surrounding seas more for fishing, trade, and travel.)
6. What is a city-state? (an independent city and the surrounding area it controlled)
7. In the read-aloud, we heard that the city-states would only work together in an emergency. What kinds of emergencies do you think the ancient Greeks had? (Answers may vary.)
8. How were the ancient Greeks unique, or special? (They looked at and thought about things differently; they had city-states that acted independently; they came up with an idea that was different from having a king; etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Why do you think it is important to study about the ancient civilizations of people and their contributions? (Answers may vary.)

## Word Work: Independently

(5 minutes)

1. In the read-aloud, we heard that the Greek city-states sometimes had the same ideas of how to live their lives, but that they did those things *independently* of one another.
2. Say the word *independently* with me.
3. If you do something independently, you do it on your own without being controlled by someone or something else.
4. During the U.S. Civil War, each state acted independently when it decided whether or not to secede, or withdraw, from the United States.
5. Have you ever done something independently or seen someone else doing something independently? Try to use the word *independently* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I \_\_\_\_\_ independently when . . .")
6. What's the word we've been talking about? What part of speech is the word *independently*?

Use a *Synonyms and Antonyms* activity for follow-up. Tell students that the antonym, or opposite, of the word *independently* is *dependently*. Explain that the prefix "in" makes the word have the opposite meaning, just like the prefix "un." Ask students what they think *dependently* means. Prompt them to realize that *dependently* means acting in a way that is *not* free from the control of someone or something else. Explain that if you do something dependently, you are relying on someone or something else for what you need. You may wish to share an example, such as how pets rely dependently on their owners when they need something, but wild animals survive independently on their own. Share examples of other words that have "in" at the beginning to make a word mean the opposite, such as *invisibly*, *infinitely*, and *inconveniently*.



## Complete Remainder of the Lesson Later in the Day

# 1B

## *The Ancient Greeks*



### **Extensions**

**20** minutes

#### **Civilization Chart (Instructional Master 1B-1, optional)**

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Copy Instructional Master 1B-1 onto chart paper, chalkboard, or whiteboard. Be sure to leave enough room under each column to fit several image cards. Tell students that you are going to create a Civilization Chart together to record five of the components of the ancient Greek civilization: jobs, city-states, leaders, religion, and contributions.

Ask students what different jobs people had in ancient Greece. Place Image Cards 1 (olive trees), 2 (sheep), and 3 (fishing boat and harbor) under the Jobs column. Ask students what they see in the images and what they remember about the jobs the ancient Greeks had: farming, shepherding, and seafaring. Tell students that they will learn more about these unique, hardy trees that the Greeks were able to grow in abundance.

Tell students to listen carefully to the next lessons for more components of the ancient Greek civilization that they can record on their chart.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

## **Drawing the Read-Aloud**

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Have students draw a picture about the read-aloud. Tell them to include three things they remember about the ancient Greeks. They may wish to draw fishermen or seafarers working at the harbors or on ships; traders or travelers walking great distances on land expeditions; farmers working their crops on rugged ground; the city-states located between the mountains that competed with each other and worked together only in emergencies; or shepherds taking care of sheep.

You may also wish to have students create their own map of ancient Greece with the surrounding seas and islands. (Show students Poster 1 as a guide.) Allow students to share their drawings with the class. You may wish to display the images on a wall for the class to view throughout the domain.

## **Parent Letter**

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Send home Instructional Masters 1B-2 and 1B-3.

# 2

## Mount Olympus, Part I



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Understand that the ancient Greeks worshipped many gods and goddesses
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods
- Define the term *civilization*

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**delightfully, *adv.*** With great delight or pleasure

*Example:* Jane delightfully helped her mother cook their favorite meal, homemade macaroni and cheese.

*Variation(s):* none

**longingly, *adv.*** With great longing or desire

*Example:* Jacob looked longingly at the pet store window, daydreaming about owning a puppy some day.

*Variation(s):* none

**massive, *adj.*** Very large, heavy, and solid

*Example:* The pyramids in ancient Egypt were built with massive stones.

*Variation(s):* none

**messenger, *n.*** Someone who carries messages and does other errands, or jobs

*Example:* The office messenger passed on the very important announcement to everyone who worked there.

*Variation(s):* messengers

**summoned, *v.*** Called forth or requested to come

*Example:* The teacher summoned a few students to the chalkboard to solve a math problem.

*Variation(s):* summon, summons, summoning

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>	The Ancient Greek Civilization Poster 1	
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Mount Olympus, Part I</b>	The Ancient Greek Civilization Poster 1	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Summoned</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Civilization Chart</b>	Image Card 4 Instructional Master 1B-1 (optional)	20
	<b>Retelling the Read-Aloud</b>		

# 2A

## Mount Olympus, Part I



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

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Review with students what they learned in the previous read-aloud about the ancient Greek civilization. You may wish to ask the following questions:

- What is a civilization?
- Was the area of the ancient Greek civilization smaller or larger than the modern-day country of Greece?
- What are the names of the three seas that surrounded ancient Greece? Hint: Think of the acronym BAM.
- What is the name of the largest Greek island in the Mediterranean Sea?
- What is a city-state?



#### Essential Background Information or Terms

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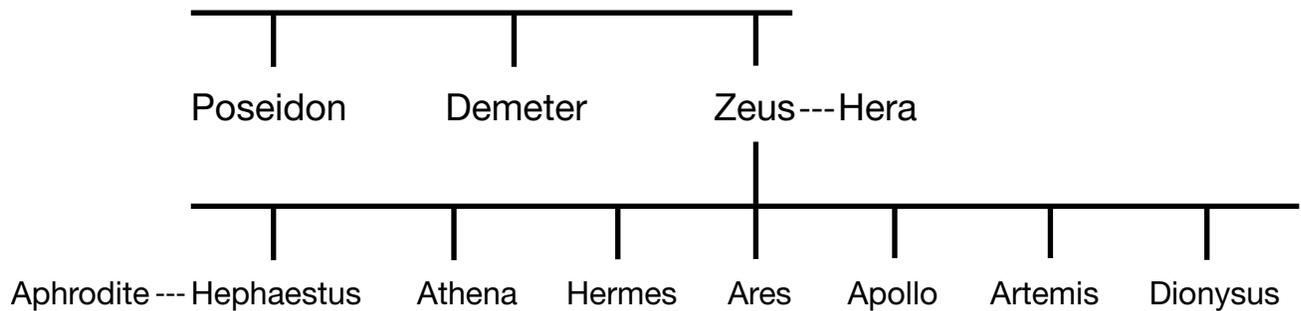
← **Show students image 2A-1: Mount Olympus**

Remind students that one of the components of a civilization is religion, or a set of beliefs and practices. Explain that people in ancient times often developed religions as they sought explanations for how things came to be or how things happened in nature, such as thunder and lightning, the tides of the ocean, or the seasons.

Tell students that like the Mesopotamians, Egyptians, and other ancient civilizations, the ancient Greeks believed in beings called *gods* and *goddesses*. Explain that gods are male beings, and goddesses are female beings. Point to the image and tell students that the Greeks believed that the most powerful of these gods and goddesses lived in a palace on the very top of Mount Olympus, the highest mountain in Greece. Show students the location of the mountain on Poster 1.

Explain that the ancient Greeks believed these gods and goddesses were ruled by a king named Zeus and a queen named Hera, and that they each had a different power or skill that explained how something came to be or how something happened in nature. Explain that these gods and goddesses were also believed to be immortal, or able to live forever.

[Note: You may choose to use the family tree diagram below of the Olympian gods as you read Lessons 2 and 3. The dotted lines indicate marriage. This family tree is oversimplified for the purposes of this domain and for age-appropriateness. Students in the Core Knowledge program will revisit Greek myths in later grades to further discuss what was believed to be the complex origins and relationships of the Greek gods.]



### **Making Predictions About the Read-Aloud**

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Ask students to predict some of the powers or skills that the gods and goddesses were believed to have.

### **Purpose for Listening**

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Tell students to listen to this story to find out if their predictions are correct and to learn more about the gods and goddesses the ancient Greeks believed lived on Mount Olympus.



## Mount Olympus, Part I

### ← Show image 2A-2: Twelve thrones on Mount Olympus<sup>1</sup>

- 1 What do you see in the image? Why do you think there are twelve thrones?
- 2 The word *delightfully* means with great delight or pleasure.

The day began **delightfully**, of course.<sup>2</sup> Every day began delightfully on Mount Olympus, for it was the home of the gods. Because these gods called Mount Olympus their home, they were called the Olympian gods. Sometimes they enjoyed roaming on Earth, which is where the gods could be found at this moment—all except Hermes (HUR-meess) and Apollo (uh-PAHL-oh).



### ← Show image 2A-3: Hermes with winged sandals, wand; Apollo with harp<sup>3</sup>

- 3 (Point to each as you read.)
- 4 A messenger is someone who carries messages and does other errands, or jobs. (Point to the sandals, helmet, and baton as you read on.)
- 5 or owned
- 6 or moving lightly and quickly, like a butterfly
- 7 or said with disapproval
- 8 If Apollo is composing a song, what is he doing?
- 9 What is a trickster? Can anyone give me an example of another trickster you have learned about?
- 10 The word *summoned* means called forth or requested to come.
- 11 Who is Zeus? Why do you think the king of the gods has summoned all of the gods and goddesses to the great hall on Mount Olympus?

Hermes, **messenger** of the gods and son of Zeus, appeared in an instant at the side of his brother Apollo.<sup>4</sup> Hermes was wearing his famous winged sandals and winged helmet, and he carried a small, wooden stick called a baton with wings on either side. All of these extra wings gave Hermes even greater speed than he already possessed.<sup>5</sup> Since he was constantly flitting<sup>6</sup> here and there, carrying news among the gods and leading lost travelers back in the right direction, Hermes needed all the speed he could get. When he was moving his fastest, it always seemed as if—WHOOSH!—he just appeared out of nowhere.

Apollo, the god of music and poetry, was startled when Hermes suddenly appeared, even though he should have been used to it by now. “Do you have to pop up like that?” he protested.<sup>7</sup> “I was just composing the most wonderful song on my harp, and you have made me forget where I was in the melody.”<sup>8</sup>

“So sorry,” Hermes exclaimed, although he was secretly pleased, for he was a bit of a trickster.<sup>9</sup> Hermes went on, “But soon you will have more of an audience, for our father Zeus has **summoned** us all here to the great hall at once.”<sup>10</sup> Glancing around nervously, he added quietly, “And you know how he can be when he is kept waiting.”<sup>11</sup>



← **Show image 2A-4: Hermes listening to Apollo's song**

Hermes looked at the harp he had given to Apollo long ago, made from the shell of a large tortoise with strings stretched across it. “Still, I can stay for a moment if you would be kind enough to play whatever you were working on.” He sat down on a thick cushion on the floor.

Apollo smiled, and since he was also the god of light, his smile could truly light up a room. “I would be delighted,” he said, and his fingers ran so swiftly<sup>12</sup> across the harp strings that they seemed almost liquid.<sup>13</sup> As always, the song was so beautiful that anyone listening would think it must be the best song that could ever be played—that is, until Apollo played the next one.

Hermes actually sat unmoving, which was quite rare for him, and at the end of the song, he sighed. Then he was gone, his parting “thank you” hanging in the air. Apollo thought, “That boy must learn to slow down.”

12 or quickly and smoothly

13 If Apollo is delighted, is he happy or sad?



← **Show image 2A-5: Stag appearing before Hermes in forest**

Hermes had already left behind the high, cloud-covered mountain<sup>14</sup> and he was settling down into a lush<sup>15</sup> green forest below. Here Hermes was especially alert, for he was searching for the greatest of hunters—or rather, huntresses—his sister, the goddess Artemis (ART-eh-miss).<sup>16</sup> If anything could travel as quickly as Hermes, it would be one of Artemis's arrows, for she was the goddess of hunting, wilderness, and animals.

Hermes could hear the crashing and crackling of branches as something large broke through the trees nearby.<sup>17</sup> Suddenly, a great antlered stag<sup>18</sup> burst from the bushes not five feet from Hermes, panic in its eyes as it saw him.<sup>19</sup> Turning, the stag disappeared from the little clearing as suddenly as it had arrived. Hermes had only enough time to think, “How graceful!” when two huge hounds leaped from the bushes, ready to follow the stag. Hermes simply held up his wooden baton, and the two dogs stopped at once, lying down before him, panting.<sup>20</sup>

14 Do you remember the name of the mountain where the gods were believed to live?

15 or thick and healthy

16 Just as a female god is called a goddess, a female hunter is called a huntress.

17 What do you think is crashing through the trees?

18 or deer

19 Why do you think the stag has panic, or fear, in its eyes?

20 Why do you think the dogs stopped running?



← Show image 2A-6: Hermes talking to Artemis, dogs lying at their feet

A moment later, their mistress Artemis appeared. Disappointment showed on the goddess’s face at losing the deer she had been hunting. At such moments, Artemis could be cruel, but when she saw Hermes, she smiled, for she was very fond of him.

“I wondered why the hounds had stopped,” she said.

“I’m afraid that you will have to stop, also,” Hermes replied. “Our father Zeus has summoned us to come to the mountain as quickly as possible.”<sup>21</sup>

He did not have to say which mountain. Artemis knew, and at once she placed the arrow she had been holding into the quiver she wore over her shoulder.<sup>22</sup> “I will leave right away,” she said, but as Hermes flew off again, he saw her looking **longingly** at the bushes where the deer had disappeared.<sup>23</sup>

21 What does *summoned* mean?

22 (Point to the image.) A quiver is a long case that holds the arrows of a bow, a type of weapon made of wood.

23 The word *longingly* means with longing or a very strong desire. Why do you think Artemis is looking longingly at the bushes?



← Show image 2A-7: Hermes diving through the waves

A minute later, the messenger god hovered in midair, high above the sea that surrounded Greece and which held hundreds of islands of all sizes.<sup>24</sup> With eyes as sharp as one of Artemis’s arrows, Hermes shot through the ocean waves. Weaving among a dozen dancing dolphins, he came to rest next to the **massive**<sup>25</sup> shoulders of his uncle Poseidon (poh-sy-dun), the god of the seas and of all that crosses the seas.

Poseidon’s long, white beard moved like sea foam in the water as he turned and spoke. “Hermes, you are welcome here!” he boomed out in a mighty voice, and Hermes remembered that Poseidon, brother of Zeus, could make the earth shake, for he was also the god of earthquakes. Pointing his great trident, a three-pointed pitchfork<sup>26</sup> he used to stir up the waves of the sea, the sea god said to Hermes, “Watch with me.”

24 Do you remember which sea borders Greece and has many islands, including Crete? (Show students Poster 1 as a guide.)

25 or very large and heavy

26 (Point to the trident in the image).



← **Show image 2A-8: Hermes and Poseidon talking, watching ocean performance**

27 What does massive mean?

28 or moved quickly

29 (Point to the octopus in the image.)

Octopi is plural for octopus—one octopus, many octopi.

So the two gods watched as the dolphins swam in smooth, wide figure-eights, and massive whales rose up from the depths to swim through the loops of the dolphins' design.<sup>27</sup> When the show was over, a hundred octopi jetted<sup>28</sup> in front of the whales and dolphins and shot black ink from their bellies as a sort of closing theatre curtain to end the performance.<sup>29</sup> Poseidon roared with laughter at this surprise ending. Then, turning to Hermes, he asked, "What brings you here, nephew?"

Hermes replied, "Zeus asks you to come with all speed to Mount Olympus."

"I shall go at once," he said. But before he set out to see his brother, Poseidon took the time to thank the dolphins, whales, and octopi for their performance. When he finished, Hermes was already gone. "It is wonderful how he does that," Poseidon thought.



← **Show image 2A-9: Hermes dodging a lightning bolt**

30 Can you guess who the god of lightning is? That's right: Zeus, the king of the gods.

31 The word *deafening* means very loud. Have you ever heard deafening thunder?

In the sky high above him, Hermes was already seeking out another of the gods. Suddenly, a lightning bolt split the air only ten feet from the messenger god.<sup>30</sup> This was followed by a deafening crash of thunder.<sup>31</sup>

Zeus was getting impatient. Hermes called upward, "I am moving as quickly as I can, my lord!" The messenger of the gods hurried on his way.

[Note: Tell students that they will hear the rest of this story in the next read-aloud.]

## Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Who are the Olympian gods you have heard about in this story called "Mount Olympus"? (They were the most important Greek gods who were believed to have lived in a palace on Mount Olympus, the highest mountain in Greece.)
3. Who was king of all of the gods? (Zeus)



← Show image 2A-3: Hermes with winged sandals, wand; Apollo with harp

4. Which god was the messenger for all of the other Greek gods? (Hermes) How did he get around so quickly? (He had wings on his helmet, baton, and shoes that helped him to fly.) What message was Hermes delivering to the other gods and goddesses? (They had been summoned to Mount Olympus by Zeus.)
5. Use some adjectives to describe Hermes. (speedy, light, playful, helpful, etc.)



← Show image 2A-4: Hermes listening to Apollo's song

6. Which god did Hermes visit first? (Apollo) What was Apollo the god of? (music, poetry, and light)



← Show image 2A-6: Hermes talking to Artemis, dogs lying at their feet

7. What was Artemis the goddess of? (hunting, wilderness, animals) What was she hunting with her bow and arrow when Hermes found her? (a stag, or deer)



← **Show image 2A-8: Hermes and Poseidon talking and watching ocean performance**

8. Which massive god did Hermes visit next? (Poseidon) What was he the god of? (the sea and earthquakes)
9. How did some of the powers of the gods and goddesses explain how things had come to be or how things happened in nature? (Apollo created music, light, and poetry; Artemis created hunting; Poseidon created earthquakes and storms in the seas; Zeus created lightning and thunder; etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* How do you think Hermes felt about being a messenger for all of the other gods and goddesses? (Answers may vary.) Have you ever been a messenger? Tell about it. (Answers may vary.)

## Word Work: Summoned

(5 minutes)

1. In the read-aloud, we heard that Zeus, king of the gods, *summoned* all of the most important gods and goddesses to Mount Olympus.
2. Say the word *summoned* with me.
3. If you are summoned, you are called forth or requested to come to a specific place.
4. The principal summoned all of the students to the auditorium for a special announcement.
5. Have you ever summoned someone or been summoned by someone? Try to use the word *summoned* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I summoned \_\_\_\_\_ once when . . ." or "\_\_\_\_\_ summoned me once when . . .")
6. What's the word we've been talking about? What part of speech is the word *summoned*?

As a follow-up, have students discuss times when they were summoned by someone—such as a parent, teacher, or friend. As students share, be sure they use the word *summoned*. You may wish to have students act out this word by going to the front of the class and summoning another student to join them. Tell students to listen for other forms of the word in upcoming lessons: *summon*, *summons*, and *summoning*.



**Complete Remainder of the Lesson Later in the Day**

# 2B

## Mount Olympus, Part I



### Extensions

20 minutes

#### Civilization Chart (Instructional Master 1B-1, optional)

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Place Image Card 4 (Mount Olympus) under the Religion column. Have students share what they see in the image and what they remember about Mount Olympus. Tell them that you will place cards for the gods and goddesses under the Religion column of the chart in the next lesson.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

#### Retelling the Read-Aloud

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Show students images 2A-1 through 2A-9. Have them retell the story of the Olympian gods and goddesses, using words like *first*, *next*, *then*, and *finally* to reinforce the sequence of events. You may choose to have some students act out the story as others retell it to help make these fictional characters more memorable, having a different student come up each time a new god or goddess character is introduced.

# 3

## Mount Olympus, Part II



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Understand that the ancient Greeks worshipped many gods and goddesses
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods
- Define the term *civilization*

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**dedicate, v.** To set aside as special; to offer up with respect and affection  
*Example:* My father is writing a book, which he decided to dedicate to our family.

*Variation(s):* dedicates, dedicated, dedicating

**grove, n.** A group of trees growing or planted near one another  
*Example:* Julie loved to walk through the orange grove and look at all of the trees.

*Variation(s):* groves

**mission, n.** A special job or task  
*Example:* Timothy promised his father that the mission of cleaning his room would be accomplished before the guests arrived.

*Variation(s):* missions

**spectacle, n.** An eye-catching or amazing sight  
*Example:* The protesters' rowdy behavior made such a spectacle.

*Variation(s):* spectacles

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Mount Olympus, Part II</b>	Civilization Chart from previous lessons	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Mission</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Civilization Chart</b>	Image Cards 5–7 Instructional Master 1B-1 (optional)	20
	<b>Retelling the Read-Aloud</b>		

# 3A

## Mount Olympus, Part II



### Introducing the Read-Aloud

**10** minutes

#### What Have We Already Learned?

---

Show students image 2A-1 and ask them what they see in the image. Prompt them to recall that Mount Olympus is the highest mountain in Greece and was believed to be the home of the Olympian gods and goddesses. You may wish to use images 2A-2 through 2A-9 to review what students learned in the previous read-aloud about what were believed to be the characteristics and powers of the gods and goddesses of the ancient Greeks.

[Note: You may choose to use the family tree diagram of the Olympian gods introduced in Lesson 2 as you read this lesson.]

#### Making Predictions About the Read-Aloud

---

Ask students to predict what other powers and skills the gods and goddesses were believed to have and what they think Zeus's news will be for all of the gods and goddesses who are being summoned to the palace on Mount Olympus.

#### Purpose for Listening

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Tell students to listen to the second part of the story to find out if their predictions are correct.



## Mount Olympus, Part II

← Show image 3A-1: Hermes hovering over Greek landscape<sup>1</sup>

- 1 Who do you see in this image?  
What do you think he is doing?
- 2 A mission is a special job or task.  
What is Hermes' mission?
- 3 Where do you think Hermes will go next?
- 4 or involved together

Hermes, messenger of the gods, was on a **mission** for his father, Zeus, the king of the gods.<sup>2</sup> Zeus was calling the most powerful gods back to their palace at the very top of Mount Olympus. Already Hermes had passed along Zeus's message to Apollo—the handsome god of music, poetry, and light—and to Apollo's sister, the huntress Artemis. Hermes had also carried the message to Zeus's brother, the mighty Poseidon, god of the sea. Hermes's task was not yet done, however, and now he hovered above Greece, looking and listening for the signs that would lead him to the next god he wished to find.<sup>3</sup>

This did not take long. In the distance, Hermes saw flashes of light from Earth beneath him. Flying in that direction, he soon heard screams and angry shouts, and now he could see below him two armies engaged<sup>4</sup> in a battle. The lights Hermes had seen were flashes of sunlight reflecting off armor and weapons. The soldiers of one army were pushing back the soldiers of another army, which now began to panic and run.



← Show image 3A-2: Ares explaining battle to Hermes

- 5 A spectacle is an eye-catching and amazing sight.
- 6 or wider
- 7 or magnificent
- 8 If you are desperate, you are in need of something and will do anything to change your situation. Why do you think this soldier is desperate?

Perched on a cloud high above the battle, and clearly excited by the **spectacle** below, stood Ares (AIR-ees), the god of war.<sup>5</sup> Dressed all in red, tall and strong he stood, and his smile grew broader<sup>6</sup> as Hermes landed beside him. "Hail, brother!" said Ares, for he was also a son of Zeus. Pointing down, he asked, "Isn't it glorious?<sup>7</sup> Here are humans at their best and worst, some displaying heroic courage and others cowardly fear."

He pointed, and a beam of light shone on one of the desperate soldiers whose side was beginning to lose to the enemy.<sup>8</sup> "I have been watching that fellow there," said Ares. "See how he seeks to bring his fellow soldiers together to win the battle?"

Hermes had never understood his brother's attraction to battle, but it would not do to say so. Hermes thought to himself, "It seems to me that the best elements of humans are love, loyalty, and learning—not fighting." To Ares he said, "Zeus summons us all to Mount Olympus."

9 So what is Ares the god of?



Without taking his eyes off of the battle below, Ares nodded and said, "I'll be there."<sup>9</sup>

← **Show image 3A-3: Hermes approaching Athena and Demeter**<sup>10</sup>

10 (Point to each goddess in the image as you read. Demeter is wearing green.)

11 What is a city-state?

12 (Point to Image Card 1 [olive trees] on the Civilization Chart.) A grove is a group of trees growing or planted near one another.

13 The word *plentiful* is like the word *abundant*; it means in great amount. Remember the hardy tree that the ancient Greeks were able to grow even in the rugged soil? That hardy tree is the olive tree.

14 If Demeter is delighted, is she happy or sad?

15 So which one is the goddess of plants and the harvest? Which one is the goddess of wisdom and war?

But Hermes had already flown to the Greek city-state of Athens.<sup>11</sup> Here he found his sister Athena (uh-THEEN-uh), another daughter of Zeus and goddess of wisdom and war, walking among a **grove** of olive trees.<sup>12</sup> With Athena was Zeus's sister, Demeter (dih-MEE-tur), goddess of plants and of the harvest. In her wise, intelligent voice, Athena was saying, "And so, dear aunt, would you please make sure that this year's crop of olives is especially plentiful for the people of Athens?"<sup>13</sup> Gently, Demeter answered, "I shall be delighted."<sup>14</sup> Instantly, the nearby olive leaves turned a deeper shade of green.

As Hermes landed he thought, "I always feel calmer around Demeter." He kissed his aunt's cheek and then smiled at Athena. "I have come to tell you that Zeus calls us all to Mount Olympus."

"Of course," Athena answered.<sup>15</sup>



← **Show image 3A-4: Hermes entering Hephaestus's forge**

16 or rough-edged

17 Do you remember what a blacksmith does? A forge is a place where a blacksmith works to heat metal and shape it into different objects. (Point to the anvil as you read the next sentence.)

Hermes was off once more to his last stop—back to Mount Olympus, where he had started. There, Hermes followed the loud clang, clang, clang of metal striking on metal. His brother Hephaestus (heh-FESS-tuss), the god of fire and the blacksmith of the gods, was standing by his red-hot forge with a huge, heavy hammer in each hand, striking them in turn against a jagged<sup>16</sup> lightning bolt.<sup>17</sup> The lightning bolt was being shaped on top of an

18 You will hear more about this amazing horse later.



← **Show image 3A-5: Hermes and Hephaestus speaking**

Hephaestus stopped hammering and, wiping the sweat from his brow, looked over at Hermes. The two gods, though brothers, appeared to be opposites. Hephaestus was huge and muscular in his upper body, but slow-moving due to an injury that had left his legs badly damaged. Hermes was slender and so smooth that he seemed almost to dance in all of his movements.

Hephaestus’s face broke out into a big grin when he saw the messenger god. “Brother, where have you been while I have been tied down here at my forge?” he asked in his slow way.<sup>19</sup>

“Practically everywhere!” Hermes answered.<sup>20</sup> “Zeus has sent me to summon everyone to the great hall.”

By “everyone” Hermes meant the main gods, of whom he himself was one. In fact, there was only one left to contact. “Would you ask your wife to join us?” he asked.

Hephaestus frowned. “She does not like to be awakened this early,” he said, even though it was nearly noon by now, “but if it is for Zeus, I will do it.”

← **Show image 3A-6: Sleeping Aphrodite; Hephaestus and Hermes talking**

Hephaestus’s wife was the most beautiful of all the goddesses, the goddess of beauty itself and of love: Aphrodite (AF-roh-DY-tee). Aphrodite was as used to luxury<sup>21</sup> as Hephaestus was to hard work.

Hephaestus told Hermes, “We will come.”

19 If Hephaestus is tied down, this means he is very busy and unable to leave because he has so much to do.

20 What are some of the places where Hermes has been?



21 or comforts and pleasures



← **Show image 3A-7: Zeus and Hera entering, all the other gods gathered**

Finally all of the gods and goddesses had gathered.<sup>22</sup>

Aphrodite told Athena in a laughing voice, “I’m sorry I look like such a mess, but Hephaestus said I had to hurry.” Athena smiled to herself, for as always, Aphrodite was absolutely stunning.<sup>23</sup>

Athena had no chance to reply, for now the king and queen of them all, Zeus and Hera, entered. Hera<sup>24</sup> was the goddess of feminine power and women’s lives. She was smiling, for she knew a secret: the family of the Olympian gods was about to welcome a new member.

Zeus raised a hand for silence, smiled, and announced, “Today is a special day. Today we invite to join us here on Mount Olympus a new god, the youngest of us all. Humans will worship him as they worship the rest of us.”

22 (Point to each of the gods and goddesses other than Zeus and Hera; have students help you name them.)

23 or very beautiful

24 (Point to the goddess in purple in the image.)



← **Show image 3A-8: Dionysus**

Zeus continued, “Welcome among us Dionysus (DIGH-oh-NIGH-suss), god of wine, pleasure, and theatre.” Suddenly there appeared among the rest a dark- and curly-haired handsome fellow with laughing eyes and a lazy smile.

Dionysus spoke in a light, easy tone. “I am honored. I shall teach humans to make wine and raise cups of it in praise of us all, and they shall **dedicate**<sup>25</sup> their finest plays to the gods and goddesses. In these ways I hope to provide pleasure to humans and honor to us all.”

25 or offer up as a way to show respect or affection



← **Show image 3A-9: All twelve gods seated on their thrones**

And so it was that Dionysus joined the household of the gods and goddesses atop Mount Olympus, completing the total of what is known as the twelve Olympian gods.<sup>26</sup>

26 (Again, point to the gods and goddesses, and ask volunteers to name each.)

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Did Hermes accomplish his mission? Why or why not? (Yes; he delivered the message to all of the gods and goddesses that had been summoned by Zeus.)



← **Show image 3A-2: Ares explaining battle to Hermes**

3. When Hermes approached his brother Ares, what was Ares doing? (watching a spectacle, two armies engaged in a battle) What was Ares the god of? (war)
4. Hermes thought to himself that the best qualities of people were love, loyalty, and learning—not fighting. Do you agree with Hermes? Why or why not? (Answers may vary.)



← **Show image 3A-3: Hermes approaching Athena and Demeter**

5. What were Athena, the goddess of wisdom and war, and Demeter, the goddess of plants and harvest, doing when Hermes arrived by their side? (walking in a grove of olive trees) What did Athena ask Demeter to do for the people of Athens? (to make their olive crop more plentiful, or greater in number)



← **Show image 3A-4: Hermes entering Hephaestus's forge**

6. Where did Hermes find his brother Hephaestus? (in the forge) What was Hephaestus doing in the forge? (shaping a lightning bolt for Zeus out of metal on an anvil)



← **Show image 3A-6: Sleeping Aphrodite; Hephaestus and Hermes talking**

7. What is Aphrodite, Hephaestus's wife, the goddess of? (beauty and love)
8. How did the powers and skills of the gods and goddesses you heard about help to explain how things came to be or how things happened in nature? (Ares caused war; Athena was the source of wisdom and war; Demeter caused the seasons to happen and plants to grow; Hephaestus made the lightning bolts for Zeus to throw; etc.)



← **Show image 3A-7: Zeus and Hera entering, all the other gods gathered around**

9. Who was the queen of the gods and goddesses and the wife of Zeus? (Hera)



← **Show image 3A-8: Dionysus**

10. Who is the new god being added to the Olympian family of gods? (Dionysus) What is he the god of? (wine, pleasure, and theatre)

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.



← **Show image 3A-9: All twelve gods seated in their thrones**

11. *Think Pair Share:* Which of the twelve Olympian gods or goddesses is your favorite? Why? (Answers may vary.)

## Word Work: Mission

(5 minutes)

1. In the read-aloud, we heard that Hermes, messenger of the gods, was on a *mission* for his father, Zeus, the king of the gods.
2. Say the word *mission* with me.
3. A mission is a special job or task.
4. Tricia was on a mission to collect as many cans as she could for the canned-food drive at her school.
5. Have you ever been on a mission or been given a mission? Try to use the word *mission* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was on a mission once when . . ." or "\_\_\_\_\_ gave me a mission once when . . .")
6. What's the word we've been talking about? What part of speech is the word *mission*?

For follow-up, have students talk about missions they have had and the outcomes of those missions. You may wish to give students a specific mission, as individuals or as a class, and have them share the outcome. As students share, be sure they use the word *mission*.



**Complete Remainder of the Lesson Later in the Day**

# 3B

## Mount Olympus, Part II



### Extensions

20 minutes

#### Civilization Chart (Instructional Master 1B-1, optional)

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Place Image Card 5 (olives) under the Jobs column. Point to Image Card 1 (olive trees) and ask students what they see in the images and what they remember about the olive tree. Tell them that they are going to hear more about the groves of these unique trees and their fruit in another lesson.

Show students Image Card 6 (gods/goddesses) and ask them what they see. Have students identify each god and goddess in the image and share what they remember about their characteristics and special powers. Ask students which column they think the image should go under. Place the image card under the Religion column. Ask students which Olympian god is missing from Image Card 6. Prompt them to recall Dionysus, the god of wine and theater. Place Image Card 7 (Dionysus) under the Religion column and remind students that the arrival of Dionysus was the reason the gods and goddesses were summoned by Zeus to Mount Olympus.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

#### Retelling the Read-Aloud

---

Show students images 3A-1 through 3A-9. Have them retell the story of the Olympian gods and goddesses, using words like *first*, *next*, *then*, and *finally* to reinforce the sequence of events. You may choose to have some students act out the story as others retell it to help make these fictional characters more memorable, having a different student come up to the front of the class each time a new god or goddess character is introduced.

# 4

## The Olympic Games



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Identify ancient Greece as the site of the original Olympic Games
- Describe the Olympic Games of ancient Greece
- Describe how the contributions of the ancient Greek civilization have influenced the present
- Define the term *civilization*

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Learn common sayings and phrases such as “Where there’s a will, there’s a way” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**compete, v.** To try hard to outdo others in a task, race, or other contest  
*Example:* Every year, Sally and Juan compete in their school’s spelling bee to see who can win the most rounds.

*Variation(s):* competes, competed, competing

**determination, n.** A firm decision to accomplish something  
*Example:* It takes great determination to finish reading your first chapter book by yourself.

*Variation(s):* none

**grand, adj.** Impressive in size, appearance, or general character  
*Example:* Building the Statue of Liberty was such a grand accomplishment.

*Variation(s):* grander, grandest

**sacred, adj.** Holy; worthy of respect  
*Example:* Churches, temples, and mosques are considered sacred places by people of different religious beliefs.

*Variation(s):* none

**victory, n.** A triumph or win  
*Example:* The U.S. Olympic team claimed victory over the competing teams and won the gold medal.

*Variation(s):* victories

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Personal Connections</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Olympic Games</b>	The Ancient Greek Civilization Poster 1 world map or globe	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Grand</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sayings and Phrases: Where There’s a Will, There’s a Way</b>		20
	<b>Civilization Chart</b>	Image Cards 8–12 Instructional Master 1B-1 (optional)	

# 4A

## The Olympic Games



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

Remind students that they are learning about the ancient Greek civilization and that religion is a shaping force in the formation of a civilization. Ask: “Who did the ancient Greeks believe created or controlled certain things that happened in nature?” (the Olympian gods and goddesses)



← **Show image 3A-9: All twelve gods seated on their thrones**

Ask students if they remember the name of the god who is the king of all of the gods and goddesses. Ask them to point to the different gods and goddesses and to tell you what they remember about each one, including what each was believed to create in nature. (Apollo created music, light, and poetry; Artemis created hunting; Poseidon created earthquakes and storms in the seas; Zeus created lightning and thunder; etc.)

Remind students that they also learned how jobs are another important component of a civilization. Ask: “What different jobs did people have in the various city-states of ancient Greece?” (farming, shepherding, and seafaring)

Explain that religion and jobs were not only important to the Greek civilization, but that they were also a shaping force in the formation of other civilizations as well. Remind students that contributions are things or ideas that are shared and passed on because they are considered helpful and good. Now ask if any students can name contributions from any other civilizations they’ve previously learned about that are still in our lives today. [Note: Students who used the Core Knowledge Language Arts program thus far will have already learned about the Egyptian, Mesopotamian, Maya, Aztec, Inca, Indian, and Chinese ancient civilizations.] For example, the contributions of early Chinese civilization include

paper, silk, writing, and the Great Wall. Similarly, the Egyptians gave us the pyramids. Tell students that today they are going to learn about a unique contribution that the Greek civilization made that is also still a part of our lives today.

### **Personal Connections**

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Share the title of today's read-aloud with students. Ask them if they have ever seen the Olympics and to share what they know about the Olympic Games. If they have a favorite Olympic sport, allow them to share why it is their favorite.

### **Purpose for Listening**

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Tell students to listen to find out more about the first Olympic Games and for whom they were first performed.



## The Olympic Games

### ← Show image 4A-1: Travelers gathering for Olympic Games

- 1 (Point to Greece and then to Egypt and Spain on a world map or globe.)
- 2 If people were hardy and able to walk a long distance, were they strong or weak? The word *holy* means dedicated to a religious or the believed divine power. Why do you think this was a holy journey?
- 3 Remember, the word *luxury* means comforts and pleasures, like the goddess Aphrodite was believed to enjoy. The wealthier people being carried in luxury were riding comfortably in carriages, while other people were walking on the rugged ground.

The travelers came from all directions—from every part of Greece and from every Greek city-state. Some even came from such distant places as Egypt and Spain.<sup>1</sup> Many traveled on ships. Some rode on horseback or in horse-drawn chariots. Many hardy souls walked the whole way, determined to reach their distant goal, for they believed they were on a holy journey.<sup>2</sup> Rich and poor, carried in luxury and treading on foot, they came by the thousands to take part in and watch the Olympic Games.<sup>3</sup>



### ← Show image 4A-2: Olympic events<sup>4</sup>

- 4 (Note: Although the ancient Greeks competed in the nude, clothes have been added to these characters to make the image age-appropriate.)
- 5 (Point to Olympia on Poster 1.) To *compete* means to try hard to outdo others in a task, race, or other contest.
- 6 or celebration
- 7 Who is Zeus? The word *sacred* is like the word *holy*; it means divine and worthy of respect. Were your predictions correct about why the journey to Olympia was believed to be a holy journey?

The Olympic Games were held ever four years at the site of Olympia and included contests in which ancient Greek athletes would **compete**.<sup>5</sup> Because these games were part of a religious festival<sup>6</sup> to honor Zeus, they were considered **sacred**.<sup>7</sup> In the first Olympics, there were only footraces, or running races. Later came events like wrestling, boxing, racing horses and chariots, throwing the heavy stone discus, and throwing the javelin, a type of long spear.



← Show image 4A-3: Myron speaking to Pindar in carriage

Among the travelers one year were two men named Myron and Pindar. They made their way to the sacred site of Olympia in a large, private carriage drawn by a team of horses and driven by a servant.<sup>8</sup> The taller passenger, Myron, was so muscular that other travelers wondered, “Is he one of the Olympic athletes?” But Myron was not an athlete; he was a sculptor who used his muscular arms and huge hands to carve statues out of bronze and marble.

8 If they were riding in a carriage, do you think Myron and Pindar were wealthy or poor?

Myron was telling his traveling companion, “Of course you are right, Pindar. I *could* just invite the champions<sup>9</sup> to my home after the competition and carve statues of them there. But I want my statues to show the exact moment when a runner starts to pull ahead in a race, or the instant when a discus thrower is about to let go of that heavy stone and fling it down the field. So I prefer to see those Olympic events with my own eyes.”

9 or winners

His friend Pindar smiled and answered, “I, on the other hand, have written poems in honor of champions without ever having seen them compete.<sup>10</sup> But I am less interested in watching a runner cross the finish line in first place than I am in the effort and **determination** it took for him to get there.<sup>11</sup> It is this I admire, and it is about this that I write.”<sup>12</sup>

10 What are champions?

11 Determination is firm purpose or resolve to accomplish something.

12 Pindar’s poems were called odes and were written to be sung together with instruments and dancing at special occasions like banquets and festivals.

Myron grinned. “Well, your way works for you, just as mine works for me.”



← Show image 4A-4: Pindar speaking to Zeno

Suddenly a voice called out, “Pindar! What are you doing with that Athenian? Don’t you know we Thebans are still fighting a war against Athens?”<sup>13</sup>

13 (Show Athens and Thebes on Poster 1.) Athens and Thebes were two city-states in Greece that did not get along. Pindar was from Thebes, and Myron was from Athens. You will hear more about these city-states later.

Turning, Pindar recognized a friend from his hometown of Thebes. Directing his carriage driver to stop the horses, Pindar said, “My friend, you know that all such conflicts<sup>14</sup> are set aside here. Everyone is guaranteed<sup>15</sup> safe passage going to, and returning from, the Olympic Games, so that all may gather to

14 or fights

15 or promised

16 If something is grand, it is impressive in size, appearance, or general character, like the word *magnificent* you heard earlier. The Olympic Games were more important than the conflicts the cities were having with each other, and these conflicts were put on hold so that everyone could gather safely for these sacred Games.

17 What are borders?

18 The Greeks believed that the gods created humans and gave them the talents that they possessed.



← **Show image 4A-5: Ancient Olympian victor with laurel crown**

By the time Pindar and Myron reached Olympia, the greatest athletes in the Greek world had already gathered. Pindar and Myron looked around excitedly at the running track, the long-jump pit, and the vast<sup>19</sup> horse-racing stadium. In the distance, thick clouds hid the peaks of Mount Olympus.

All of the athletes were men, for there were no events for women in the original Olympic Games—with the exception of the horse and chariot races. If women owned horses, they were allowed to enter them into the races, but they were not the ones who rode the horses. Women were not even allowed to be present at the Olympic Games to see their horses win.

**Victory** was a source of great pride for the winners and their home cities.<sup>20</sup> An Olympic champion received a wreath of laurel leaves to wear atop his head.<sup>21</sup> But more than that, he knew his name would live forever as a hero in his city's history. In fact, many cities awarded large sums of money to their champions.

← **Show image 4A-6: Photo of modern athletes**

In some regards, things have not changed much in the twenty-seven centuries since the first Olympics. Modern athletes, too, may win fame, even if their greatest reason to compete is for the

19 or very large

20 Victory is a triumph or win.

21 (Point to the wreath in the image.) Laurel leaves are from a type of evergreen tree or shrub called a bay laurel.



22 What does *compete* mean?

23 So, today there are Olympic Games every two years.

love of the sport.<sup>22</sup> The Summer Olympics are still held every four years, but now there are also Winter Olympics—with winter sports such as skiing, bobsledding, and figure skating—that are held two years after the Summer Olympics.<sup>23</sup> The location of the Olympic Games also changes each time; they have been hosted in cities such as Seoul, Korea; Atlanta, Georgia; and Athens, Greece. Men—and now women—from all over the world travel to the chosen city to compete. Even if their countries are not getting along, people set aside their conflicts, just as in the ancient days, in honor of the Games.



← **Show image 4A-7: *The Discus Thrower***

Even though many centuries have passed since Myron and Pindar traveled to the Olympics, they, too, are still remembered. Today, Myron’s depiction of an Olympic champion, *The Discus Thrower*, remains one of the most famous statues in the world. The original statue was lost long ago, perhaps in a war or an earthquake, but fortunately, someone had made an exact copy, so we still can admire Myron’s work.



← **Show image 4A-8: Apollo priests praying at Delphic temple; Apollo statue in background**

24 Priests and priestesses were men and women in charge of the temples and ceremonies. Each god and goddess had a temple in Greece with a statue. The Greeks would go to the temples and offer gifts to their gods.

25 The priests and priestesses were hopeful that Pindar was with the gods, eating and enjoying himself.

26 You will learn more about Alexander the Great later.

As for the poet Pindar, the Greeks loved his poems so much that for centuries after his death, he was remembered by the priests and priestesses at Apollo’s temple.<sup>24</sup> They would pray at closing each night, “Let Pindar the poet attend the supper of the gods.”<sup>25</sup> Later still, when the Greek king, Alexander the Great, ordered that Pindar’s home city of Thebes be destroyed in a war, Alexander commanded his soldiers, “But keep Pindar’s house safe from the flames!”<sup>26</sup> Pindar’s ideas about doing our best with whatever talents we are given, and about getting along peacefully with one another, remain part of our thinking today. In fact, we still call this way of seeing things “the Olympic spirit.”

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What was the name of the religious festival, or sacred celebration, that people from all directions traveled to see and compete in? (The Olympic Games) Who were they held in honor of? (Zeus, king of the gods)
2. Why do you think people traveled such great distances to see and compete in the Olympic Games? (Answers may vary.)
3. Who were Myron and Pindar? (two wealthy men traveling to the Olympic Games in a carriage; Myron was a sculptor, and Pindar was a poet.)
4. How were Pindar and Myron similar? (They were both artists who created things for others to appreciate; they both honored the athletes by sculpting them or writing about them; etc.) How were they different? (They created different types of art; Myron liked to be at the Olympic Games to actually see the athletes, so he could sculpt them accurately; Pindar liked to write odes, or poems written to be sung, about the determination of the athletes, and felt he didn't have to be at the Games to do that.)

5. How are the grand Olympic Games today the same as the first Olympics held in ancient Greece? (The champions today receive fame; conflicts are set aside for countries to gather together; etc.) How are they different? (The Games today are held every two years with Winter Games and Summer Games; they are in a different city every time; they have both men and women athletes; the champions don't receive money for winning; the champions wear medals instead of laurel wreaths; etc.)
6. Do you think it takes a lot of determination to make it to the Olympic Games? Why or why not? (Answers may vary.)



← **Show image 4A-7: *The Discus Thrower***

7. What do you see in this image? What is the name of this famous sculpture? (*The Discus Thrower*) Who sculpted the original version? (Myron) What does it depict? (an Olympic athlete throwing the discus in the Olympic Games)

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. *Think Pair Share:* Have you ever competed in a sporting event? Do you think you had an “Olympic spirit”? Tell about it. (Answers may vary.)

## Word Work: Grand

(5 minutes)

1. In the read-aloud, we heard Pindar say, “Everyone is guaranteed safe passage going to, and returning from, the Olympic Games, so that all may gather to take part in this *grand* competition to honor Zeus and the other gods.”
2. Say the word *grand* with me.
3. If something is grand, it is very impressive in size, appearance, or general character.
4. Philip loved to play his grandmother’s grand piano, because it produced a much bigger and fuller sound than his smaller upright piano.
5. Have you ever experienced something grand? Try to use the word *grand* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was grand because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *grand*?

Use a *Drawing/Writing* activity for follow-up. Have students draw pictures of something grand and write one sentence about their pictures. Allow students to share their drawings and sentences with the class, being sure they use the word *grand*.



**Complete Remainder of the Lesson Later in the Day**

# 4B

## The Olympic Games



### Extensions

20 minutes

#### Sayings and Phrases: Where There's a Will, There's a Way (5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say, “Where there’s a will, there’s a way.” Have the students repeat the proverb. Ask them what they think this proverb means. Explain that this proverb is another way of saying that no matter how difficult a task may seem at first, if you have the determination to do it, and the desire to work hard, you can always find a way to succeed or make something happen. Explain that the athletes who compete in the Olympic Games have to work very hard for a long time and be very determined. Tell students that while these athletes are training for the Olympic events, they may think to themselves, “Where there’s a will, there a way.” You may wish to share a personal experience of a time that you have used this saying. Look for opportunities to use this saying in your classroom.

## **Civilization Chart (Instructional Master 1B-1, optional)**

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Show students Image Cards 8 (ancient Olympian) and 9 (Apollo's temple). Ask students what they see in the images. Ask students for whom the ancient Olympic Games were performed. Remind students that the gods and goddesses of the ancient Greeks had temples with statues dedicated to them. Ask students which column these image cards should go under. Place the cards under the Religion column.

Ask students what a contribution is. Remind them that a contribution is something that is shared or passed down over time because it is considered helpful and good. Show students Image Cards 10 (modern-day Olympians), 11 (*The Discus Thrower*), and 12 (Pindar and Myron). Ask students what they see in the images. Ask students which column these image cards should go under. Place the image cards under the Contributions column and have students explain why the Olympics, Pindar's poems, and Myron's statue of *The Discus Thrower* are considered contributions.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

# 5

## All for Sparta



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Define the term *civilization*
- Describe the city-state Sparta and the Spartan way of life

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.2.32)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

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**conquest, n.** The act of conquering, or taking over something or someone; a win

*Example:* Long ago, some kings made conquest after conquest to expand the area where they ruled.

*Variation(s):* conquests

**council, n.** A group of people chosen to look after the interests of a group, town, or organization

*Example:* Judy wanted to be on the student council so she could help plan the activities at her school.

*Variation(s):* councils

**discomfort, n.** A feeling of pain or uneasiness that keeps you from relaxing or being comfortable

*Example:* Tracy experienced a lot of discomfort when she fell off the slide and broke her arm.

*Variation(s):* discomforts

**permanently, adv.** Continuing in the same way without change

*Example:* I’m glad the pine trees in our yard are permanently green so there’s still some color in the winter.

*Variation(s):* none

**self-discipline, n.** Training to improve yourself, sometimes by giving up luxuries, or comforts

*Example:* Jim needs a lot of self-discipline to practice his karate after school instead of playing with his friends.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	The Ancient Greek Civilization Poster 1	10
	<b>Personal Connections</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>All for Sparta</b>	The Ancient Greek Civilization Poster 1	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Permanently</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Civilization Chart</b>	Image Card 13 Instructional Master 1B-1 (optional)	20
	<b>Student Choice</b>		

# 5A

## *All for Sparta*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

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Ask students what a city-state is. Ask them to explain why ancient Greece developed into city-states that acted independently of each other. You may wish to use image 1A-4 to help prompt students. Review with students how the high Greek mountains split Greece into lots of little valleys, and how a city in each valley became its own little nation, which we refer to today as a city-state. Explain that because the Greeks were divided geographically, they did a lot of things independently of one another. Remind them that each city-state had its own government and rules, but that the Greek city-states shared the same language.

Remind students how the Greek city-states were highly competitive and would only work together in an emergency. Review the last read-aloud about the Olympic Games in terms of how the city-states put differences aside in order to participate in this grand competition to honor Zeus and the other gods. You may wish to show image 4A-4 showing when a man called out to the poet Pindar as he was speaking with the sculptor Myron, saying, “Pindar! What are you doing with that Athenian? Don’t you know we Thebans are still fighting a war against Athens?” Remind students that Athens and Thebes were two different city-states in Greece; Pindar was from Thebes, and Myron was from Athens. Reiterate that even though some city-states didn’t get along, they came together on certain occasions like the Olympics.

Show the following city-states on Poster 1, explaining their relevance thus far noted in parentheses: Athens (Myron); Thebes (Pindar); Olympia (location of the Olympic Games). Now show Sparta and explain that today they are going to hear a read-aloud about another city-state called Sparta, and also learn about an important birthday.

## **Personal Connections**

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Ask students to raise their hands if they are seven years old or older. Allow them to share how they celebrated their seventh birthday and what they remember about their first few days of being seven years old.

## **Purpose for Listening**

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Tell students to listen to this read-aloud about a boy who lived in the city-state of Sparta to find out how his seventh birthday changed his life forever.



## All for Sparta

### ← Show image 5A-1: Lysander at home with mother and sister<sup>1</sup>

1 What do you see in this picture?

2 (Ask a student volunteer to point to Sparta on Poster 1.) How do you think his life changed forever?

3 or regularly and without change

Lysander (liss-SAND-ur) was ready. This was his seventh birthday, and also the birthday of his twin sister, Disa (DEE-suh), whose name means “double.” This would be their last birthday celebration together, for when a boy in the city-state of Sparta turned seven, his life changed forever.<sup>2</sup>

Until now, Lysander had lived at home with his mother and sister. Occasionally, they saw Lysander’s father whenever he visited home, for fathers did not live with their families in Sparta. Instead, all Spartan men served **permanently**<sup>3</sup> in the Spartan army and lived in army camps.



### ← Show image 5A-2: Father showing Lysander training camp

4 How would you feel if you had to leave your family at age seven to train to be a soldier?

On one of his visits, Lysander’s father had explained, “At the age of seven, a Spartan boy begins his formal training for life in the army. Spartan soldiers are the greatest in all of Greece, and if you are to take your place among us, you must start preparing early. You must make yourself as strong, fast, and tough as you can. I expect you to run great distances, to climb steep mountainsides, and to swim in rough waters.”<sup>4</sup>

Lysander’s father went on, “When I can, I will spend time here and show you how to use a sword and a spear, and how to wrestle and box, although you will be trained completely in these and other fighting skills after you join the other boys in the army training camp. I expect the best from you, as Sparta expects the best from all its people.”

Can you imagine having a conversation like this with one of your parents? To us today, the Spartan way of life seems terribly hard: Spartans had few comforts in life and had to accept many hardships. We even use the word *Spartan* today to describe something difficult that requires you to be strong in body and mind

5 or training to improve yourself, usually by giving up some type of luxury or comfort



← **Show image 5A-3: Spartan army**

and that takes a great deal of **self-discipline**.<sup>5</sup> To the Spartans, this was the only way they knew how to live. But things had not always been this way.

6 Merchants are traders who buy and sell goods.

7 or act of forcefully taking something over

Long before the time of Lysander or his father, Sparta had been just one of the many city-states in Greece. The people of Sparta were farmers, seafarers, and merchants, like people in most other parts of Greece.<sup>6</sup> But when Sparta grew overpopulated, the city-state decided to attack another city in order to have more land and food. The Spartans fought a long war of **conquest**<sup>7</sup> against this city.

8 (Ask students if they remember from earlier studies what another ancient civilization, the Chinese, did to keep out invaders.)

This war was so difficult to win that the people of Sparta decided, “We will rebuild our city and make Sparta the strongest military force in the world, so that no one will be able to attack us or fight back against us.”<sup>8</sup> We will make all of Sparta into one great fighting machine, and every citizen must do his or her part to make that machine unstoppable. All of our men will be soldiers, and we will train them to be mighty warriors. Our women will learn how to run and wrestle so that they, too, will be strong—but their jobs will be different. The women must be able to give birth to many children and do even the most difficult jobs at home while the men are off fighting.”



← **Show image 5A-4: Spartan council of two kings and twenty-eight elders**

The military city-state of Sparta completely changed the way they lived in order to make this happen. Few people got to vote on how the government would work or what it would do. In fact, women were not allowed to vote or take part in the government at all, but were supposed to concentrate on life at home. Even among the men, few were allowed to make decisions.

There were two kings instead of one, so that one person could not hold all of the power for himself. The two Spartan kings, in addition to helping run the government, led the Spartan armies. If one died in battle, the other would still be alive to lead the

9 or group of people chosen to look after the interests of a group

Spartans. To pass laws, there was a **council**<sup>9</sup> made up of twenty-eight elders and the two kings. While the two kings could be younger, the other men in the council had to be at least sixty years old to be sure they had enough life experience to help run the city-state as the Spartans thought it should be run.

10 So do you think they traded vegetables with other farmers from other city-states?



← Show image 5A-5: Lysander leaving with Platon

Sparta was mostly what we call “a closed society.” That is, the Spartans did not conduct a lot of business with other parts of Greece. Instead, they tried to make or grow in their own city-state all they would need in order to survive.<sup>10</sup> They did not want to open themselves up to other peoples’ ideas of how to live—or to a possible invasion by another city-state.

11 How do you think Lysander felt?

As he celebrated his seventh birthday, Lysander thought, “Today I will leave my family home to begin training as a soldier.”<sup>11</sup> Later in the day, a husky<sup>12</sup> Spartan soldier came to the house to lead Lysander away. The fellow introduced himself as Platon (PLATT-ahn), which means “broad-shouldered” in Greek.

12 or big and strong

Lysander wanted to look brave in front of him, so he did not cry when he said goodbye to his mother and sister. Still, when his sister, Disa, whispered, “I will miss you,” he whispered back, “I’ll miss you, too.”



← Show image 5A-6: Platon explaining training life to Lysander

13 So is Platon a friend of Lysander’s father? Why?

As Lysander marched off with Platon, the soldier told him, “Your father and I served together in a war. In fact, he saved my life. So when I heard his son was going to join us, I requested the chance to bring you to your new home.”<sup>13</sup>

14 Discomfort is something that is difficult and without comfort; it is the opposite of the word *luxury* you heard earlier. Why do you think the Spartan training camp had many discomforts?

The soldier continued, “Life at the training camp will be very different from what you have known. They will take away your shoes so that you will learn how to march and run barefoot in an emergency. You will get rough, old clothing to wear. It’s not comfortable, but neither is armor, and you may as well get used to **discomfort.**”<sup>14</sup>



← Show image 5A-7: Boys competing for cheese while being watched by commander

15 or difficult achievement

“As for the food,” Platon grinned, “it’s even worse than what we soldiers eat, and there’s not enough to fill your belly. But sometimes the soldiers will offer you and the other boys some nice, fresh cheese—if you can get to it. The soldiers won’t make it easy for you. Only the bravest and strongest boys will be able to accomplish that feat.”<sup>15</sup>

“Or the hungriest,” Lysander said.

Platon grinned at him again. “I think you are going to do just fine,” he said, and they marched onward together.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What happened when Lysander turned seven? (He had to leave his family and go to the army camp to begin his training as a soldier.)
2. Where did Lysander live? (in the city-state of Sparta)
3. Why do you think it was important to Lysander to look brave in front of Platon when he was leading him away from his family? (Answers may vary.)
4. What are some adjectives you could use to describe life in Sparta? (harsh, self-disciplined, full of discomfort, tough, brave soldiers, etc.)

5. Why did the Spartans fight a long war of conquest against another city-state long ago? (for more land and food) How did this cause them to become so focused on war? (They didn't like other cities fighting back against them; they decided to train hard to become the best soldiers so no one could defeat them.)
6. How many kings did Sparta have? (two) Why? (In case one died in battle, the other could lead the army.) Who else helped to make the laws? (the council of twenty-eight elders)
7. Were women allowed to be a part of the government? (no)
8. Do you think you would have liked to live in Sparta? Why or why not? (Answers may vary.) Would you rather be Lysander, or his sister, Disa? Why? (Answers may vary.)

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Do you know anyone who is in the military? (Answers may vary.) Do you know why we have a military? (Answers may vary but may include that the military protects a country from invasion and also helps during other emergencies.)

## Word Work: Permanently

(5 minutes)

1. In the read-aloud, we heard that all Spartan men served *permanently* in the Spartan army and lived in army camps.
2. Say the word *permanently* with me.
3. If you do something permanently, you do it on a regular basis without change.
4. For the past ten years, Mrs. Morris has permanently monitored the school cafeteria.
5. What things do you do permanently? Try to use the word *permanently* when you tell about them. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I \_\_\_\_\_ permanently when . . .")
6. What's the word we've been talking about? What part of speech is the word *permanently*?

Use a *Synonyms and Antonyms* activity for follow-up. Tell students that the opposite of permanently is the word *temporarily*. If you do something permanently, you do it regularly, but if you do something temporarily, you only do it for a certain amount of time, and then you stop. Explain to students that during the school year, you are permanently assigned as their teacher, but a substitute would be temporarily assigned as their teacher in your absence. Have students discuss things they do permanently and things they do temporarily. Be sure students use the words *permanently* and *temporarily* as they share.



**Complete Remainder of the Lesson Later in the Day**

# 5B

## *All for Sparta*



### **Extensions**

**20** minutes

#### **Civilization Chart (Instructional Master 1B-1, optional)**

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Show students Image Card 13 (Sparta) and ask them what they see in the image and what they remember about this military city-state. Review the definition of a city-state with students and tell them they are going to hear about another city-state in the next read-aloud. Ask students which column this image card should go under. Place the image card under the City-States column.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

#### **Student Choice**

---

Ask the students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories and/or show key illustrations from several read-alouds. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

# 6

## Athens and the Olive Tree



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Define the term *civilization*
- Understand that the ancient Greeks worshipped many gods and goddesses
- Understand that Athens is named after the goddess Athena
- Describe the city-state Athens
- Describe how Athenians worshipped Athena
- Be familiar with the Parthenon
- Describe how the contributions of the ancient Greek civilization have influenced the present

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**blessing, n.** A divine or holy gift

*Example:* My mother always says that her children are her greatest blessing in life.

*Variation(s):* blessings

**ideal, adj.** Perfect

*Example:* In an ideal world, there would be no war.

*Variation(s):* none

**ignite, v.** To set fire to something; to catch fire

*Example:* Jake's father tried to ignite the wood in the campfire so they could cook and stay warm through the night.

*Variation(s):* ignites, ignited, igniting

**overjoyed, adj.** Overflowing with joy or happiness

*Example:* The children were overjoyed to have a snow day.

*Variation(s):* none

**swiftly, adv.** Very quickly

*Example:* Jonah ran swiftly when his mother called out for help.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>	The Ancient Greek Civilization Poster 1	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Athens and the Olive Tree</b>	Civilization Chart from previous lessons	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	The Ancient Greek Civilization Poster 1	10
	<b>Word Work: Ideal</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Civilization Chart</b>	Image Cards 14 and 15 Instructional Master 1B-1 (optional)	20
	<b>The Parthenon</b>	Image Cards 16 and 17 Civilization Chart from previous lessons	

# 6A

## Athens and the Olive Tree



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Review with students what they have learned about the gods and goddesses of ancient Greece. You may wish to show students images 2A-1 through 3A-9 and ask them the following questions:

- Who can remember the names of some of the gods and goddesses you have learned about?
- Who were the king and queen of the gods?
- Where were the Olympian gods and goddesses believed to live?
- What are some of the powers the gods and goddesses were believed to have?

#### Making Predictions About the Read-Aloud

---

Ask student to think about what they have learned about the gods and goddesses of the ancient Greeks. On Poster 1, show the location of the city-state of Athens in relation to Sparta, which they just heard about. Remind them that they heard about Athens previously when they learned about where the sculptor Myron was from. Ask students to predict how the city-state of Athens got its name.

#### Purpose for Listening

---

Tell students to listen to find out if their predictions are correct about how the city-state of Athens got its name.



## Athens and the Olive Tree

### ← Show image 6A-1: Athenians beginning construction on city

Far from the city-state of Sparta, another group of Greeks found the **ideal**<sup>1</sup> place to build yet another new city-state. “That high hill will be the perfect place to build a city around,” these Greeks said, “and there is also a good harbor for boats just a short distance away.”<sup>2</sup>

Almost all Greek cities were built around high hills. That way, if an enemy tried to attack the lower areas of the city, the people would climb up and gather on the high hill behind walls, where it would be harder for the enemy to reach them.

### ← Show image 6A-2: Poseidon showing off the greatness of the sea

Now that this group of Greeks had found just the place they were looking for, they needed a name for their city. One of the Greek stories tells us that while the Greeks were trying to decide on a name for their new city, an amazing thing happened: two of the gods appeared to the people and spoke to them.

The first appearance came when the Greeks were gathered at the nearby harbor. The huge, muscular figure of Poseidon rose up from the sea.<sup>3</sup> All around him, dolphins leaped and played in the waves, and sea birds circled in the air around his towering head and shoulders that seemed to almost reach the clouds.

“Hear me, little mortals!” Poseidon boomed,<sup>4</sup> and even those farthest from the shore could hear his loud voice. “You would be wise to honor me above all the gods and goddesses, for as Lord of the Sea, I can bring you good luck in your fishing.”<sup>5</sup>

He lifted his vast hands and said, “Look!” Hundreds of fish leaped from the waves and sank back again.<sup>6</sup> Lowering his hands, Poseidon continued, “I can also bless the safety of your fishermen while they ride upon my waves, and see to it that the ships in which your merchants trade move **swiftly**<sup>7</sup> and smoothly to

1 or perfect

2 (Point to Image Card 3 [fishing boat/harbor] on the Civilization Chart.) What is a harbor? Why did the ancient Greeks want to build their city-state near a good harbor?



3 What was Poseidon the god of?

4 Mortals are humans who do not live forever, like the immortal gods were believed to have the power to do.

5 What does it mean to honor someone? Would good luck in fishing be important to the ancient Greeks?

6 If Poseidon’s hands are vast, are they massive or small?

7 or very quickly

8 What are merchants? Remember, Poseidon is the god of the seas and of all that crosses the seas, including ships.

9 or overflowing with joy

10 (Point to Image Card 9 [Apollo's temple] on the Civilization Chart.) Remember, the Greeks had temples for each god or goddess, where they would visit their statues, pray to them, and bring them gifts.



← **Show image 6A-3: Athena addressing the people; presenting an olive tree**

But before they could say this to the god of the sea, according to the story, another voice called out to them, “Hear me, O people of the new town, for I, too, offer you a gift and a **blessing**.”<sup>11</sup> This time it was a female voice they heard, speaking in calm, clear, intelligent tones.<sup>12</sup>

11 A blessing is a divine or holy gift.

12 Who do you think was speaking?

13 Were your predictions correct?

All the people turned in the direction of this new voice and saw before them Athena, the goddess of wisdom and of war.<sup>13</sup> Athena told the people, “The gift I offer you is this.” She, too, lifted a hand; but instead of anything as dramatic as hundreds of fish leaping up, all that appeared on the ground was one single graceful tree. It grew high and wide where a moment before the ground had been empty.

“This is an olive tree,” Athena said.

14 What are blessings? Which blessing do you think is better?



← **Show image 6A-4: Many uses of the olive tree**

Hearing all, Athena smiled and said, “Let me tell you about this tree. One day soon, all of these lands around you—even the rocky hills beyond that are hard to farm—will be covered in groves and groves of these olive trees.<sup>15</sup> From these trees will come the wealth of your city, for you will eat the fruit you pick from these trees and never go hungry. The oil you squeeze from the fruit will

15 Remember, when Hermes found them, the goddesses Athena and Demeter were walking through the olive tree groves.

16 or set fire to it

be so delicious that its flavor will improve anything you cook with it. Fill a lamp with the olive oil, set a dry rope wick in it, and **ignite** it,<sup>16</sup> and you will have light in the darkest hour of the night. Mix other sweet-smelling herbs into the oil and rub it onto your skin, and you will be healthier and cleaner and smell sweeter. And since the oil will stay fresh in jugs and bottles for a long time, you can ship it to other lands far and near, for many people will want to have these blessings of the olive for themselves.”

17 What is shelter?

“The tree itself will be a blessing, too, for in its shade you will find shelter from the heat of the summer sun and from the cold rains of winter.<sup>17</sup> The wood of this tree will be fine for carving, so you will never lack for bowls, plates, or furniture. The tree will live for hundreds of years, and if a fire burns it down, it will grow again from the stump that is left behind.”

18 or pointed to

19 Which gift do you think the Greeks will choose? Why?



← **Show image 6A-5: People choosing Athena as their patron**

Athena continued, “And I tell you this as the goddess of war: The olive branch will become the symbol of peace. Pray to me when you are in danger, and I will protect you.” Athena gestured to<sup>18</sup> the olive tree and said, “Here, then, is food, fortune, and protection that will be the great blessings of your people forever— if you choose to honor me.”<sup>19</sup>

20 Were your predictions correct?  
Olive trees still grow in abundance  
in Greece today.

21 or our loyalty and love

The people thought about what Poseidon and Athena had offered and came to a decision. They told the god of the sea, “Great Poseidon, you have offered us wonderful things. We will always offer prayers to you and be grateful to you for the riches of the sea—however much you choose to share them from your great and generous heart. But we will be the people of Athena and her olive tree.”<sup>20</sup>

To Athena, the people said, “To show our devotion to you,<sup>21</sup> we will name our new city ‘Athens’ in honor of you and your blessings.”

And that, the story tells us, is how these Greeks came to call their city Athens.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Describe the ideal place the ancient Athenians found for their city. (near the sea with a harbor for trade and fishing; near a high hill for safety)
2. How did Athens get its name? (from the goddess Athena) Who can locate Athens on Poster 1?
3. According to the legend, which god first appeared to the Athenians when they were trying to find a name for their city? (Poseidon, god of the sea) What blessings did he offer the ancient Greeks? (good luck in fishing; safety for fishermen and merchants; and swift travel for their ships)
4. How did the people feel about Poseidon's offer? (overjoyed) Why? (They would be able to safely catch plenty of fish and be able to travel safely and swiftly on the seas when trading.)
5. Who appeared before the Athenians before they decided to accept Poseidon's offer? (Athena) What was she the goddess of? (wisdom and war) What blessings did she offer the Athenians? (the olive tree and all of the blessings that come with it)



← Show image 6A-4: Many uses of the olive tree

6. What were all of the benefits of the olive tree that Athena went on to describe? (olives to eat; olive oil for cooking; filling a lamp with oil and igniting the wick provides lighting; keeping skin healthy; trading; wood from the tree for shade and building)
7. Which blessing did the Athenians choose? (Athena's olive tree) Do you think they made the right choice? Why or why not? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Think Pair Share:* If you were to write a story about a god or goddess who wanted a city to worship him or her, what gift or blessing would that god or goddess offer to the people of that city? (Answers may vary.)

### Word Work: Ideal

(5 minutes)

1. In the read-aloud, we heard that the ancient Greeks found the *ideal* place to build yet another new city-state.
2. Say the word *ideal* with me.
3. If something is ideal, it is perfect, and you wouldn't want to change it in any way.
4. The new park was ideal—with a lake, a shady picnic area, and a brand-new playground.
5. Have you ever experienced something you thought was ideal? Try to use the word *ideal* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "\_\_\_\_\_ was ideal because . . .")
6. What's the word we've been talking about? What part of speech is the word *ideal*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several things. If what I say is ideal, say, "That is ideal." If what I say is not ideal, say, "That is not ideal."

1. a rainy day when you're planning to go to the park (That is not ideal.)
2. a home run for your team when the bases are loaded (That is ideal.)
3. a perfect score on your spelling test (That is ideal.)
4. losing your favorite toy (That is not ideal.)
5. making the most delicious cake (That is ideal.)



### Complete Remainder of the Lesson Later in the Day

# 6B

## Athens and the Olive Tree



### Extensions

20 minutes

#### Civilization Chart (Instructional Master 1B-1, optional)

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Show students Image Card 14 (olive uses) and ask them what they see in the image and what they remember about the importance of the olive tree to the ancient Greeks. Ask students which column the image card should go under. Have a volunteer place the image card under the Jobs column.

Show students Image Card 15 (Athens) and ask them what they see in the image and what they remember about Athens. Ask students which column the image card should go under. Have a volunteer place the image card under the City-States column.

Point to Image Card 6 (gods and goddesses) under the Religion column. Ask students which gods in the story offered gifts to the Athenians in exchange for their worship, and what these gifts were.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

#### The Parthenon

---

Tell students that the Athenians showed their devotion to the goddess Athena by building a magnificent structure called the Parthenon (PAHR-thuh-nahn). Show students Image Card 16 (Parthenon) and tell them that this structure was a temple built on the high hill in Athens. Tell them that this temple had a statue of Athena in it, just as all of the temples of the gods and goddesses had statues. Tell them that they will hear more about this statue in the next lesson. Place Image Card 16 on the Civilization Chart under the Religion column.

Ask students if they have ever seen a building that looks similar to the Parthenon. Show them Image Card 17 (Lincoln Memorial) and tell them that the style of the Parthenon can be seen in many U.S. government buildings today, such as the Lincoln Memorial in Washington, D.C. Place Image Card 17 on the Civilization Chart under the Contributions column.

# 7

## Athens: The Birthplace of Democracy



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Define the term *civilization*
- Describe the city-state Athens
- Describe how the Athenians worshipped Athena
- Define the term *democracy*
- Identify Athens as the birthplace of democracy
- Understand how Athenian boys and girls were educated
- Recognize that women did not have as many rights as men in Greek society
- Compare/contrast life in Sparta and Athens
- Describe how the contributions of the ancient Greek civilization have influenced the present

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Begin to write persuasive pieces that express and support opinion (L.2.26)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**achieve, v.** To do something successfully, especially after a lot of effort

*Example:* Some goals take a lot of determination and hard work to achieve.

*Variation(s):* achieves, achieved, achieving

**architecture, n.** The art of designing buildings and other structures; the style in which buildings and other structures are designed

*Example:* When my mother traveled to Egypt, she took pictures of the ancient pyramids to show us their unique architecture.

*Variation(s):* none

**assembly, n.** A group or meeting of many people

*Example:* The students were invited to the assembly to welcome their new principal.

*Variation(s):* assemblies

**debated, v.** Discussed or argued different points of view

*Example:* Tom debated with his father about staying up a little later now that he was older.

*Variation(s):* debate, debates, debating

**democracy, n.** A way of governing, or ruling, which gives the people the power to choose their leaders and to help create their own laws

*Example:* Many countries, including the United States, have governments based on the idea of democracy.

*Variation(s):* democracies

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Athens: The Birthplace of Democracy</b>	Civilization Chart from previous lessons	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Democracy</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Civilization Chart</b>	Image Cards 18–19 Instructional Master 1B-1 (optional)	20
	<b>Choosing a Government</b>	chart paper, chalkboard, or whiteboard	

# 7A

## Athens: The Birthplace of Democracy



### Introducing the Read-Aloud

10 minutes



#### What Have We Already Learned?

---

← Show image 5A-3: Spartan army



← Show image 6A-5: People choosing Athena as their patron

Ask students what they see in the images and what they remember about these city-states of ancient Greece. Tell them that they are going to hear more about the city-state of Athens and how it was very different from the city-state of Sparta. Remind students that in the last story, the goddess Athena said to the people of Athens, “And I tell you this as the goddess of war: The olive branch will become the symbol of peace. Pray to me when you are in danger, and I will protect you.”

#### Purpose for Listening

---

Tell students to listen to learn more about the city-state of Athens and about a very important contribution that they gave to the world.



1 or talking

## Athens: The Birthplace of Democracy

### ← Show image 7A-1: Hiero and Dion talking in front of the agora

Hiero (HERO) and Dion were on their way to Dion’s home, passing through the central marketplace of Athens, where people spent as much time conversing<sup>1</sup> as they did shopping. The two young men stopped to buy some olives at a farmer’s booth that stood beneath the branches of two old olive trees. As they stepped out into the sunlight again, Dion turned to look up at the top of the high hill.



2 What is the Parthenon?

### ← Show image 7A-2: Dion with Hiero admiring Parthenon

“Really, Hiero,” Dion asked, “is there a more beautiful spectacle anywhere than the Parthenon?”<sup>2</sup> My father and I traveled to many wonderful places on our trading voyage around the Mediterranean—but I never saw anything equal to it.”<sup>3</sup> Hiero agreed as he looked up at the magnificent temple.

3 What is the Mediterranean?

Just as the city-state of Sparta focused on self-discipline and training for battle, the Athenians focused on their love of art, beautiful **architecture**, and sculpture.<sup>4</sup> The Athenians filled their remarkable city-state with graceful buildings that were pleasing to the eye. Inside these buildings, and in the public spaces around them, famous artists created statues for all to enjoy—statues that even today are considered some of the finest ever made.<sup>5</sup>

4 Architecture is the art of designing buildings, or the style in which buildings are designed. Is the Parthenon an example of architecture or sculpture?

5 Do you remember what famous sculpture was created by Myron from Athens? (Point to Image Card 11 [*The Discus Thrower*] on the Civilization Chart.)

The Athenians were wealthy enough to cover a forty-foot-high statue of Athena in gold before setting it in the Parthenon.<sup>6</sup> The ancient Greeks showed their devotion to Athena by visiting her statue and offering her prayers and gifts.<sup>7</sup>

6 (Point to the statue of Athena inside the Parthenon. Then hold up a ruler and explain that Athena’s statue was “forty rulers” high.)

7 What is devotion? How did the ancient Greeks show their devotion to Athena?



← **Show image 7A-3: Busy Athenian city**

8 or something that brought them praise and that set them apart as unique

9 or names and categories given to things studied

10 Remember, the ancient Greeks traveled great distances by land and by sea in order to trade and explore.

11 or successfully complete

12 What does *grand* mean? The Greeks believed that even if they failed to achieve something, they should do it with great dignity and self-respect, knowing that they tried their best.

13 Democracy is a way of governing, or ruling, which gives the people the power to choose their leaders and to help create their own laws. Were your predictions correct about the unique idea the ancient Greeks came up with instead of having a king?



← **Show image 7A-4: Pericles passing Hiero and Dion**

14 or chosen

15 or chosen again

At the same time that the arts were the glory of Athens,<sup>8</sup> Athenian scientists were making discoveries that would become the basis for modern-day science. For example, one scientist you will learn about was a great observer whose ideas and classifications<sup>9</sup> are still used today. Other ancient Greeks contributed beginning ideas that the next civilizations developed even more fully, such as the gear, screw, watermill, and catapult, as well as the ideas of plumbing, using furnaces to melt and shape iron, and using air, water, or steam for central heating.

Athenian merchants such as Dion and his father were trading as far west as Britain and as far east as India.<sup>10</sup> These merchants brought back goods and even more knowledge from distant lands. This is another way that Athens differed from Sparta; as you heard earlier, Sparta was a “closed” society, meaning that most of the people were not allowed to travel outside of the city for trade or exploration.

At the heart of all these remarkable achievements was the Athenian belief that human beings could **achieve**<sup>11</sup> almost anything they set their minds to do, and in whatever they could not achieve, they could at least fail with grand grace.<sup>12</sup> It was this belief in the benefit, or good, of independent thinking, or thinking for oneself, that led to the greatest of all the Athenian gifts to the world—greater than the art, the architecture, the Olympic Games, or the structures—the gift of **democracy**.<sup>13</sup>

As Hiero and Dion continued walking on that sunny afternoon so long ago, they glanced ahead and saw a face that they knew well. “It’s Pericles (PAIR-uh-klees)!” Hiero exclaimed.

All Athenians knew the man whom they had elected<sup>14</sup> to run their government year after year. Pericles held great power both as an army general and as the leader of their government. However, like all Athenian leaders, he had to be reelected<sup>15</sup> to his office every year,

and if the Athenians did not like the job he was doing, they could vote him out of office, or right out of Athens for up to ten years!



← **Show image 7A-5: Athenian government**

16 Under the rule of a king, are the people allowed to choose who rules them or help create the laws? Which city-state that you learned about had not only one king, but two?

17 Nobles were wealthy men who were related to the king.

18 or discussed or argued their different points of view

It had not always been this way. In the past, Athens had been ruled by a king.<sup>16</sup> Then, several nobles started to rule in place of the king.<sup>17</sup> Finally, a great leader came along who thought every citizen should be able to take part in his government.

Originally, only men who were born in Athens and who were considered wealthy enough were allowed to be citizens. These citizens had the right to vote, be a part of a jury that made decisions in a court of law, and serve in the **assembly**, a large group of men who **debated**<sup>18</sup> and created the laws. Over time, even poor men—and some merchants who were not born in Athens but who lived and traded there—were allowed to take part in the assembly.

However, because there were too many citizens (over 5,000!) participating in this assembly, it became too difficult to manage the meetings and allow everyone to have their say. Eventually the Athenians decided to have some citizens from each area come to the assembly to represent the people from their area, so that the group could be smaller and easier to manage. Every citizen still had the right to choose who would represent them in the smaller assembly.



← **Show image 7A-6: Athenian women working and managing the house**

19 Do you think this was fair?

20 or a plan for how money will be spent at home

Women, however, did not have the rights to do any of these things, although they could own land and have their own money. Athenian girls also did not have the right to attend school as the boys did.<sup>19</sup> For Athenian women, it was more important that they learn to cook, sew, and clean. However, all well-educated young ladies learned at least enough mathematics at home to be in charge of a household budget,<sup>20</sup> and some who had learned reading and writing at home were widely admired for their intelligence and learning.

21 In today's democracy of the United States, are women allowed to vote and take part in creating the laws? Have they always been?



22 If something is fascinating, it attracts and holds your attention. What do you think the political leader, the writer, and the artist may have been talking about?

Most Athenians knew that the best woman friend of Pericles, leader of the Athenians, wrote many of his famous speeches for him. Yet she was not permitted to listen to him speak those words in the assembly, nor to vote for the laws he suggested.<sup>21</sup>

← **Show image 7A-7: Dion and Hiero watching Pericles**

Seeing Pericles up ahead now, Dion asked Hiero, “Who are those two men with him?” Hiero peered above the heads of others in the crowd. “Only one of the greatest writers in the world, and the artist who designed the statue of Athena!” Hiero answered. He smiled. “Only in Athens could you witness a conversation among the greatest living political leader, a world-famous writer, and such a celebrated artist. Don’t you wonder what those great men are talking about?”

“Whatever it is,” Dion responded, “I’m sure it is a most fascinating conversation.”<sup>22</sup>

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

1. What structure did Dion describe as “the most beautiful spectacle” in Athens? (the Parthenon) What was the Parthenon? (a temple dedicated to Athena)
2. What are some of the contributions or achievements that Athens made to modern-day civilizations? (art, architecture, structures, democracy)
3. What is a democracy? (a way of governing which gives the people the power to choose their leaders and to help create their own laws)
4. How did Athens come up with the idea of democracy? (They believed in the benefit, or good, of independent thinking, or of people thinking for themselves.)
5. What was the group of citizens called who met together to debate and create the laws? (the assembly) Were women allowed to be a part of the assembly? (no) How do you think they felt about this? (Answers may vary.)

6. What two main city-states have you learned about? (Sparta and Athens) How were they similar? (were city-states; believed in gods/goddesses; had battles; only allowed boys and men to go to school and take part in government; etc.) How were they different? (Sparta focused on battle training, while Athens focused on art, architecture, and independent thinking; Athens was a democracy, while Sparta had two kings; Athenians traveled, while Spartans stayed in their closed society; etc.)
7. Which city-state would you have preferred to live in—Athens or Sparta? Why? (Answers may vary.)

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. *Think Pair Share:* Have you, like the ancient Greeks, ever had an idea that was completely different from what everyone else was doing or thinking? How did other people react to it? (Answers may vary.)

### Word Work: Democracy

(5 minutes)

1. In the read-aloud we heard, “It was this belief in the benefit of independent thinking that led to the greatest of all the Athenian gifts to the world—greater than the art, the Olympic Games, or the structures—the gift of *democracy*.”
2. Say the word *democracy* with me.
3. Democracy is a way of governing, or ruling, which gives the people the power to choose their leaders and to help create their own laws.
4. The United States is a democracy, because its citizens have a say in the way things are done in their government.
5. Do you think our classroom is an example of a democracy? Why or why not? Try to use the word *democracy* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think our classroom is/is not a democracy because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *democracy*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several scenarios. If what I describe is an example of a democracy, say, “That is a democracy.” If what I describe is not an example of a democracy, say, “That is not a democracy.”

1. a classroom where the teacher makes all of the decisions  
(That is not a democracy.)
2. a student-government meeting where every student votes  
(That is a democracy.)
3. the citizens of the United States voting on Election Day (That is a democracy.)
4. representatives from every state helping to create the laws  
(That is a democracy.)
5. a kingdom ruled by a king who makes all of the laws himself  
(That is not a democracy.)



**Complete Remainder of the Lesson Later in the Day**

# 7B

## Athens: The Birthplace of Democracy



### Extensions

20 minutes

#### Civilization Chart (Instructional Master 1B-1, optional)

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Show students Image Card 18 (Athenian assembly) and ask them what they see and what was special about the city-state of Athens. Prompt students to recall that Athens was the birthplace of democracy, a type of government we have today. Ask students which column this image should go under. Have a volunteer place the image card under the Contributions column.

Show students Image Card 19 (Pericles) and ask them what they see and what they remember about this leader. Ask students which column this image card should go under. Have a volunteer place the image card under the Leaders column.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image. Remind students that a civilization is a group of people living together in a well-organized way. We are studying different aspects of the ancient Greek civilization, including their jobs, city-states, leaders, religion, and contributions.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

## Choosing a Government

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Have students form groups of two or three. Tell them that they have been given the task of setting up a new city-state and that they need to decide how they want the city-state to be governed, or ruled.

Write these three choices on chart paper, chalkboard or whiteboard:

- Their city-state may be governed by a monarch, or king or queen, who rules because s/he is royalty and makes all of the decisions on his or her own
- Their city-state may be governed by a direct democracy, in which all citizens debate about and decide on every law and elect every official themselves
- Their city-state may be governed by a representative democracy, in which citizens vote on some issues and elect some officials themselves, but choose a group of people to represent them in creating the laws and making decisions

Allow students to discuss the three options. Tell them that they are to write two to three sentences explaining why they chose their form of government for their city-state. (Have one student act as the scribe.) Tell students to also create a name for their group's city-state. Allow the groups to share their sentences with the class and explain why they chose that type of government. Ask students which form of government the United States has today. (representative democracy) Ask them why they think a direct democracy would not work for the United States.

Note: You may wish to take this persuasive writing piece through the formal writing process for some or all students.

# PP1

## Pausing Point 1



### Note to Teacher

Your students have now heard several read-alouds about the ancient Greek civilization. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### Core Content Objectives Up to This Pausing Point

Students will:

- Identify the area of ancient Greece on a map
- Describe the terrain of ancient Greece and how it affected its development
- Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map
- Define the term *civilization*
- Define the term *city-state*
- Understand that the ancient Greeks worshipped many gods and goddesses
- Identify Mount Olympus as the place the Ancient Greeks believed was the home of the gods
- Identify ancient Greece as the site of the original Olympic Games
- Describe the Olympic Games of ancient Greece

- Describe how the contributions of the ancient Greek civilization have influenced the present
- Describe the city-state Sparta and the Spartan way of life
- Understand that Athens is named after the goddess Athena
- Describe the city-state Athens
- Describe how Athenians worshipped Athena
- Be familiar with the Parthenon
- Define the term *democracy*
- Identify Athens as the birthplace of democracy
- Understand how Athenian boys and girls were educated
- Recognize that women did not have as many rights as men in Greek society
- Compare/contrast life in Sparta and Athens

## **Activities**

### **Image Review**

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Show the images from any read-aloud again and have students retell the read-aloud using the images.

### **Image Card Review**

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#### **Materials: Image Cards 1–18**

In your hand, hold Image Cards 1–18 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Mount Olympus, a student may pretend to be climbing a mountain or to be one of the Olympian gods or goddesses who were believed to have lived there. The rest of the class will guess the person who is being described. Proceed to another card when the correct answer has been given.

## Using a Map

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### **Materials: The Ancient Greek Civilization Poster 1; world map or globe**

Ask a volunteer to point out the area of ancient Greece on a world map or globe. Using Poster 1, review the geography of ancient Greece. Have students point out the Black, Aegean, and Mediterranean Seas. Ask students why these seas were so important to the ancient Greeks. Prompt them to recall that they were used for fishing, trading, and exploring. Have a volunteer point to the island of Crete, and ask students what job most Greeks had on this island. Prompt them to recall the term *seafaring*. Remind students that people having different jobs is a component of a civilization. Point to Athens and Sparta and ask students what they recall about these city-states. Point out Mount Olympus and ask students why this mountain was important to the ancient Greeks. Point to the sacred city of Olympia and ask students what important event happened there every four years, and in whose honor these games were performed. Prompt them to recall the first Olympic Games in honor of Zeus, the king of the gods and goddesses.

## Civilization Chart

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### **Materials: Civilization Chart from previous lessons; Instructional Master 1B-1; drawing paper, drawing tools**

Review with students the five components of the ancient Greek civilization that they have learned about: Jobs, City-States, Leaders, Religion, and Contributions. Ask students what they see in the images and what they remember about each component. Have students form five groups. Assign one column to each group and have them draw a picture and write a sentence about the image(s) in that column. Allow the groups to share their drawings and sentences with the class.

You may wish to have some students complete Instructional Master 1B-1 on their own.

## The Olive Tree

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### **Materials: Image Cards 1, 5, and 14; olives and olive oil**

Show students Image Cards 1, 5, and 14, and ask them what they see. Ask students if they have ever eaten an olive or had food with olive oil. Allow them to share what they know about the olive tree and its fruit. You may wish to bring in real olives or olive oil for students to observe and taste. (Note: Make sure to follow your own school's policy in terms of bringing food to the classroom.)

Prompt students to recall that the ancient Greeks grew olive trees in groves as an important part of their farming and trade. Ask them to recall, according to the ancient Greek legend, who the Athenians believed gave them the gift of the olive tree. Remind students that the rugged terrain of Greece did not make farming easy for the ancient Greeks, but that they were able to grow olive trees in groves because these trees are hardy and able to grow in difficult environments. Tell students that many groves of olive trees still grow in Greece today.

## The Olive Branch

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### **Materials: Dollar bill**

Show students a dollar bill and ask them if they can see a type of plant on it. Point out the olive branch and explain that this branch symbolizes peace. Ask students if they remember the legend about who gave the olive tree to the people of ancient Greece. Remind them that, in this story, Athena told the people of Athens that the olive tree would not only bring them abundance as a food, through trade, and in other uses, but that it would also bring them peace. Ask students why peace may be important to a civilization. Tell students that today the saying “extend an olive branch” means to offer peace to someone instead of continuing in a fight.

## ***The Discus Thrower***

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### **Materials: Frisbee®**

Show students image 4A-7 of *The Discus Thrower*. Have them look at the image while they answer the following questions:

1. What do you see? [Explain that this is a statue that is more than two thousand years old from Greece. It is called *The Discus Thrower*, and it's by the sculptor Myron.]
2. What is this figure doing? (He is trying to throw a discus as far as possible. The discus was made of stone and took tremendous strength to throw.)
3. Do you think he will throw the discus far? Why or why not? (Answers may vary.)
4. When you throw something heavy, does your face look like this? [Explain that the Greeks preferred to make humans look calm and thoughtful; this was part of their idea of beauty.]
5. What would your body look like if you were throwing a ball or a flying disc? [Have a few volunteers hold a Frisbee® and pose like the athlete in the sculpture. Be sure to explain that the stone disc was much heavier and was very difficult to throw.]
6. Are there any details that might suggest this is a sculpture from ancient Greece? [Explain that the ancient Greeks didn't wear clothes when they competed in the Olympic Games. Share that the discus throw is still an Olympic sport today.]
7. Do you think Myron the artist accomplished his goal to capture the look and feel of the athlete as he was throwing the disc? [Explain that while this sculpture is accurate in the anatomy and pose, it is not meant to be an exact portrait, because it does not show any strain in the expression of the athlete. Explain that instead it is meant to capture an ideal expression of the Olympic spirit.]

## Olympian Ode

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The following excerpt is from one of Pindar's poems. Remind students that these poems are called odes and were sung at special occasions like banquets and festivals, accompanied by music, instruments, and dancing. The special occasion for this ode was the victory of a horse race at the Olympic Games by a ruler named Hieron. The son of Kronos mentioned is Zeus, the god being honored by these games.

[Note: You may wish to research this poem and/or other poems by Pindar to find a suitable interpretation for your students.]

*Best is Water of all, and Gold as a flaming fire in the night shineth eminent amid lordly wealth; but if of prizes in the games thou art fain, O my soul, to tell, then, as for no bright star more quickening than the sun must thou search in the void firmament by day, so neither shall we find any games greater than the Olympic whereof to utter our voice: for hence cometh the glorious hymn and entereth into the minds of the skilled in song, so that they celebrate the son of Kronos, when to the rich and happy hearth of Hieron they are come; for he wieldeth the sceptre of justice in Sicily of many flocks, culling the choice fruits of all kinds of excellence: and with the flower of music is he made splendid, even such strains as we sing blithely at the table of a friend.*

## The Parthenon

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### **Materials: Image Cards 16 and 17**

Show students Image Card 16 of the Parthenon. Have them look at the image while they answer the following questions:

- What do you see? (the Parthenon)
- What is this building made of? (marble, a type of stone)
- Where is this building? (on a high hill in Athens, Greece)
- When was this building made? (Prompt students to recall that the ancient Greek civilization existed more than 2,000 years ago.)

- What do you think this building might have been used for? (It was a temple to the goddess Athena.)
- Where else have you seen a building with columns like these? [Show students Image Card 17 and prompt them to recall the Lincoln Memorial in Washington, D.C. Remind them that the Parthenon is a contribution to the architecture, or design, of many of our buildings today.]

### **Class Book: The Ancient Greek Civilization**

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#### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about ancient Greece, the city-states of Sparta and Athens, the Olympian gods and goddesses, and the first Olympic Games. Have each student choose one idea to draw a picture of and write a caption for the picture. You may choose to add more pages upon completion of the entire domain before binding the book.

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read an additional trade book to review a particular event; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

## Venn Diagram

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### **Materials: Instructional Master PP1-1**

Tell students that you are going to use a Venn diagram to compare and contrast some of the things they have learned thus far about the ancient Greeks. Remind them that to compare is to tell how people or objects are similar, and to contrast is to tell how people or objects are different.

Write the following list on chart paper, a chalkboard, or a whiteboard. Have students choose something from the list to compare and contrast.

- the area of ancient Greece and the country of Greece today
- the terrain of Greece and the terrain where you live
- an ancient Greek city-state and a state in the United States today
- Zeus and Hera
- Poseidon and Athena
- the first Olympic Games and the Olympic Games today
- the city-states of Sparta and Athens
- a democracy and a monarchy
- a boy's life and a girl's life in Athens or Sparta

You may wish to have students draw a picture to accompany their diagram. You may wish to have students complete Instructional Master PP1-1 individually, in groups, or as a class.

## Olympic Games

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You may wish to coordinate with the P. E. teacher in your school to set up a simple Olympics day for your class with contests and prizes.

# 8

# Marathon



## Lesson Objectives

### Core Content Objectives

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Students will:

- Define the term *civilization*
- Understand the significance of the battle of Marathon
- Describe how the contributions of the ancient Greek civilization have influenced the present

### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud. (L.2.29)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

### Core Vocabulary

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**avoid, v.** To steer clear of or keep away from

*Example:* Eating a well-balanced diet helps you avoid getting sick.

*Variation(s):* avoids, avoided, avoiding

**marathon, n.** A footrace measuring a little more than twenty-six miles; any long-distance race or endurance contest

*Example:* Runners from around the world compete in the Boston Marathon in Massachusetts each spring.

*Variation(s):* marathons

**mercy, n.** An act of compassion or kindness

*Example:* Andrea begged for mercy so her friends would not tickle her.

*Variation(s):* none

**purposely, adv.** To do something with deliberate intentions

*Example:* Allison purposely wore her prettiest dress for her first day of school.

*Variation(s):* none

**tribute, n.** A gift or compliment that is given to honor the contribution(s) of a particular person or group

*Example:* My elementary school teacher was given a tribute to honor her many years of service as a teacher.

*Variation(s):* tributes

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	Civilization Chart from previous lessons	10
	<b>Essential Background Information or Terms</b>	The Ancient Greek Civilization Poster 1	
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Marathon</b>	The Ancient Greek Civilization Poster 1	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	Image Card 20 Instructional Master 1B-1 (optional) Civilization Chart from previous lessons	10
	<b>Word Work: Tribute</b>	chart paper, chalkboard, or whiteboard	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Somebody Wanted But So Then</b>	Instructional Master 8B-1 chart paper, chalkboard, or whiteboard	20
	<b>Drawing the Marathon Run</b>	drawing paper, drawing tools	
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Master 8B-2	

# 8A

## Marathon



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

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Ask students what contributions the ancient Greeks made to modern-day civilizations. Show them the images under the Contributions column of the Civilization Chart and ask them what they remember about each contribution. Contributions discussed should include the Olympics; art (Pindar's poems, Myron's statue *The Discus Thrower*); architecture (style of Parthenon influenced many U.S. government buildings today, including the Lincoln Memorial in Washington, D.C.); and democracy (Athens as the birthplace of democracy, a type of government we have in the U.S. today).

Tell students that they are going to hear about another ancient Greek contribution in today's read-aloud.

#### Essential Background Information or Terms

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Tell students that they are also going to hear about another large civilization that existed in the time of the ancient Greeks. These people were called Persians and were ruled by a king named King Darius. Point to the Persian Empire on Poster 1 and explain that this empire was very large and powerful and had conquered many areas near where the ancient Greeks lived.

#### Making Predictions About the Read-Aloud

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Ask students to predict what happened when the powerful Persians invaded ancient Greece.

#### Purpose for Listening

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Tell students to listen to find out if their predictions are correct and to learn more about what contribution results from what happens between the Greeks and the Persians.



## Marathon

### ← Show image 8A-1: Athenian soldier sounding the alarm

- 1 Why do you think the Greeks were afraid of the Persians?
- 2 or soldiers on horseback
- 3 Why did King Darius want to punish the Athenians? Remember, although the ancient Greek city-states were mostly independent, they did help each other during emergencies like invasions.
- 4 (Point to Athens and then Marathon on Poster 1 and reiterate that the distance between them was about thirty miles.)

“The Persians are coming!” The terrifying news raced through Athens like a rapidly spreading fire. The very name of the Persians meant terror to all the Greeks.<sup>1</sup> And now King Darius (duh-RYE-us) had sent an army of Persian foot soldiers and cavalry<sup>2</sup> to punish the Athenians. Darius was angry that Athens had helped other Greek city-states fight against Persia.<sup>3</sup> A fleet of six hundred ships had brought as many as twenty thousand experienced Persian soldiers to a beach about thirty miles from Athens, near a wide, flat plain called Marathon.<sup>4</sup>

“There are not enough of us to face them,” moaned an Athenian army general. “Besides, no one can beat Persian soldiers.”



### ← Show image 8A-2: Miltiades addressing the generals and Callimachus

- 5 (Point to the man who is pointing to the map.)
- 6 Remember, the Athenians came up with the idea for democratic rule.
- 7 (Count the eleven men. Point to the man with the white hair and red cape.) The polemarch was not a general, but he represented the Athenian government during military discussions.
- 8 or keep away from
- 9 What do you remember about the Spartans?

But another Athenian general, a man named Miltiades (mill-TIGH-uh-dees),<sup>5</sup> answered, “The Persians fight for a king most of them have never seen, and who cares nothing for them. We fight for our freedom, and for the freedom of our children. That must be worth something in battle.”<sup>6</sup>

Now in those days, the Athenians had ten elected generals plus another military leader called a *polemarch*.<sup>7</sup> Callimachus, the polemarch, gathered along with the ten generals including Miltiades to create a plan of defense. One of the generals said, “The plain of Marathon is a perfect place for the Persians to attack us. There is room for their horsemen to move around us, and there will be nowhere for us to go to **avoid**<sup>8</sup> their well-organized soldiers fighting on foot.”

Another general suggested, “Let us send our fastest runner to Sparta. The Spartans are the greatest fighters in Greece. If they will help us, we might have a chance.”<sup>9</sup>

10 (Show distance on Poster 1.)



← **Show image 8A-3: Pheidippides beginning his run**

But it was one hundred fifty miles from Athens to Sparta, and some of the journey included rugged mountains and streams.<sup>10</sup> The generals knew they would need a runner who was fast and strong.

11 Why did the Athenian generals send their fastest runner to Sparta? Do you think the Spartans will be willing to help the Athenians fight the Persians?



← **Show image 8A-4: Persians**

“Pheidippides (fie-DIH-pih-deez) is our man,” the generals agreed. “No one in Athens can touch him for speed over a long distance.” So they sent swift-footed Pheidippides to call on the Spartans for help.<sup>11</sup>

Then the generals called together all ten thousand Athenian men of fighting age. In every Athenian home there were tearful goodbyes. At last, the Athenians started off toward the plain of Marathon, about twenty-six miles away.

12 Why do you think the Persian army was so confident they would win the fight?



← **Show image 8A-5: Pheidippides approaching Spartan kings**

Meanwhile, the Persians were camped on the beach near the edge of the plain. The Persian commander-in-charge told his men, “We will win such a great victory here for King Darius that the rest of the Greeks will simply surrender to us.”

The Persians were so confident that their commander took no special steps to guard his camp other than sending the cavalry off on their horses to search the area a few times a day.<sup>12</sup>

13 Can you imagine running for almost three days?

14 The Spartans were celebrating a nine-day festival called *Karneia* to honor Apollo as the protector of their cattle.

As all this was happening, the strong legs and powerful heart of the Athenian messenger, Pheidippides, carried him toward Sparta. Pheidippides ran as he had never run before, stopping only a few times to drink from streams or rivers. He ran for almost three days until he reached Sparta and the two Spartan kings. “You must come with your armies at once, or it will be too late!” he explained.<sup>13</sup>

To his horror, the Spartan kings answered, “We cannot leave before tomorrow. Sparta is in the middle of a religious holiday honoring the gods, and our law says we must finish before we can leave to fight.”<sup>14</sup>

“By then the battle will be over, and we will have lost!” Pheidippides exclaimed. He set out again to carry the news to the Athenians that they would be on their own.



← **Show image 8A-6: Greek armies gathering; Pheidippides talking with generals**

As it turned out, this was not true. As the Athenians marched toward Marathon, a thousand Greeks from another city, having heard the news, joined them. Together, the eleven thousand Greeks marched over the mountains to the plain of Marathon. As they did so, Pheidippides arrived to say, “The Spartans cannot help us.” The generals were horrified.

“The Persian army is much bigger than ours, with many more soldiers,” one pointed out fearfully.

“We should surrender and beg for **mercy!**” cried a second.<sup>15</sup>

“There will be no mercy,” said Miltiades, the general who had spoken boldly<sup>16</sup> back in Athens. “The Persians are here because we helped other Greeks strike back against them. The Persians will not stop until they have destroyed us.”<sup>17</sup>

← **Show image 8A-7: Generals voting; turning to look at Callimachus**

The ten generals voted: Should they surrender, or should they attack? Each side won five votes.

Then Miltiades remembered something: Callimachus was allowed to vote, too. Miltiades told him, “The decision rests with you. You will decide whether we surrender and agree to serve the Persians, suffering all that this will bring, or whether we will fight and live as free people.”<sup>18</sup>

Callimachus trusted Miltiades. “What do you think?” he asked.

Miltiades answered, “If we do not fight, the people of Athens will be frightened, too, and will surrender the city to the enemy. All of Greece will follow. But if we attack before fear sweeps through our camp, I believe we will win.”

Callimachus said, “Then let us fight!”<sup>19</sup>

15 Mercy is an act of compassion or kindness.

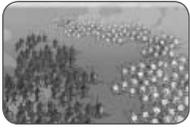
16 or with courage

17 Do you think the Athenians will surrender to the Persians or fight for their freedom?



18 How do you think Callimachus will vote to break the tie?

19 Were your predictions correct? What do you think is going to happen?



← **Show image 8A-8: Greeks attacking Persians**

Luck was with them. The Persian commander had sent his cavalry off again to make sure no other Greek armies were approaching. While the horsemen were away, the Greeks spread out in a wide line. The Greek generals **purposely**<sup>20</sup> put more men at either end of their wide line, leaving the middle<sup>21</sup> as the weakest part. Then, shouting a loud battle cry, the Greeks charged.<sup>22</sup>

20 or with deliberate intent

21 (Point to the middle of the army in yellow.)

22 Do you think this strategy will help the Athenians win or lose the battle?

The Persians were startled. No one ever ran *toward* them. Nevertheless, they moved forward toward the Greeks. “Look how weak those fools have left their middle,” laughed the Persian leader. But the laugh was on him, for just as the Greeks had planned, the Persians moved to the middle first and pushed back the Greek line. But then the stronger Greek forces on the edges circled around and attacked from the sides, catching the Persians between them.<sup>23</sup>

23 Were your predictions correct?



← **Show image 8A-9: Greeks victorious; Persians sailing away**

The Persians, confused and unable to defend themselves, turned and ran for their ships with the Greeks hot on their heels. In fact, the Greeks captured seven Persian ships before the Persians could even reach them. The other Persians sailed away.

“We have beaten the mighty Persians!” the Greeks told one another in amazement.<sup>24</sup> Then they remembered their families waiting for news at home.

24 or extreme surprise



← **Show image 8A-10: Pheidippides falling and announcing victory**

Legend says that Pheidippides proudly volunteered, “I shall carry the news.”<sup>25</sup> He set out again, leaving the scene of the battle at Marathon, and as he reached the gates of Athens, the people gathered around him. He was just able to gasp out one word: “Victory!” Then his great heart—which had carried him to Sparta and back—finally gave out. Pheidippides fell dead at the gates of Athens.

25 Who was Pheidippides?

26 (Point to Athens and then Marathon on Poster 1.)

27 A tribute is a gift or compliment that is given to honor or remember the contribution(s) of a particular person or group. Why did the Greeks want to pay tribute to Pheidippides?



28 Today the word *marathon* can mean a twenty-six-mile race, or any long-distance race or endurance contest.

In **tribute** to Pheidippides, the Greeks measured the distance he had run from Marathon to Athens,<sup>26</sup> and those twenty-six miles became the distance of their long-distance races.<sup>27</sup>

← Show image 8A-11: Photo of a marathon race today

And this is why today we call a long-distance race a **marathon**—in memory of Pheidippides and all those who fought for freedom on the plains of Marathon.<sup>28</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Why did King Darius of Persia purposely send an army of soldiers to Athens? (The king was upset that the Athenians had helped other Greek city-states fight against Persia.) How did the Persian army compare to the Greek army? (It was much larger and more powerful.)
3. Why was Callimachus's vote so important to the Athenian generals? (The ten generals were split on whether to fight the Persians; Callimachus's vote was the final decision.) How do you think Callimachus felt about being the "tie-breaker" in this decision? (Answers may vary.)
4. Why did the Athenian generals send Pheidippides to Sparta? (Pheidippides was their fastest runner; they needed to get word to Sparta as soon as possible and ask for their military help in fighting the Persians.)
5. How did the Greeks win, despite their smaller size? (The Greeks purposely tricked the Persians into attacking their middle, and then surrounded them from the sides and drove them away.)

6. Why was a tribute given to Pheidippides? (He died after running twenty-six miles from Marathon to the gates of Athens to announce the Greeks' victory at Marathon.)
7. The Greeks decided to fight for their freedom rather than surrender. Can you think of other people you have heard about who fought for their freedom? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Think Pair Share:* How did the Battle of Marathon between the Greeks and the Persians lead to one of the contributions of the ancient Greeks? (In memory of Pheidippides' famous run, the word *marathon* is now used for a twenty-six-mile race or any long-distance run or endurance contest.) [Place Image Card 20 (modern marathon) on the Civilization Chart under the Contribution column. You may wish to have students fill in their own chart on Instructional Master 1B-1. ]

## Word Work: Tribute

(5 minutes)

1. In the read-aloud, we heard that the Greeks gave *tribute* to Pheidippides and honored him for his twenty-six mile run.
2. Say the word *tribute* with me.
3. The word *tribute* means a gift or compliment that is given to honor the contribution(s) of a particular person or group.
4. Marathon races were named as a tribute to Pheidippides' twenty-six-mile race and his contribution to the battle at Marathon.
5. Can you think of a person you would like to give a tribute to? Try to use the word *tribute* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I would like to give a tribute to \_\_\_\_\_ because . . .")
6. What's the word we've been talking about? What part of speech is the word *tribute*?

Use a *Brainstorming* activity for follow-up. Write the word *tribute* on the board or chart paper in an oval. Have students say words that come to mind when they think of a tribute. Write the students' words on spokes coming out from the oval. If necessary, guide students with words like *respect*, *honor*, *compliment*, and *gift*. Ask students why they think receiving a tribute from someone would be a memorable experience. As they share, be sure they use the word *tribute*.



## Complete Remainder of the Lesson Later in the Day

# 8B

## Marathon



### Extensions

20 minutes

#### Somebody Wanted But So Then (Instructional Master 8B-1)

Copy the following blank summary chart onto chart paper, a chalkboard or a whiteboard:

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

Explain to students that they are going to retell the story of how the Athenian generals wanted help in their battle against the invading Persian army. Tell students that they are going to retell the generals' story using Instructional Master 8B-1, a Somebody Wanted But So Then worksheet.

Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with this chart and will have seen their kindergarten and first grade teachers model the exercise. Have these students work in pairs to orally fill in the chart together while one person acts as the scribe. If you have any students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through the exercise.

If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to the images used in the read-aloud. As students retell the read-aloud, be sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should follow along these lines:

<b>Somebody</b>	The Athenian generals
<b>Wanted</b>	Wanted help from the Spartans in their battle against the attacking Persian army. So they sent Pheidippides on a marathon run to ask for their aid.
<b>But</b>	But the Spartans could not help. But other soldiers came to help from another city.
<b>So</b>	So the Greeks used all their battle strategies on the plain of Marathon.
<b>Then</b>	Then they were able to defeat the larger and stronger Persian army.

## Drawing the Marathon Run

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Ask students to think about the read-aloud that they listened to earlier in the day. Have students pretend that they are the great Pheidippides and imagine what different scenes they may see along their marathon run. Remind students that a twenty-six-mile run is a very long distance and that some of their pictures may depict the same scene. You may wish to use local landmarks as an example to give students an idea of a twenty-six-mile distance.

Give each student a piece of paper and ask each to draw a picture of the scene they have imagined or a running scene that they remember from the read-aloud. You may want to show students images from Lessons 1–8 to remind them of the different scenery they would experience in ancient Greece. Direct each student to write a sentence to label their drawing.

When the students have completed their drawings and sentences, have each student come up to the front of the room and read his or her sentence aloud. Give students the opportunity to talk about their drawings with the class. As the students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

You may wish to post the completed drawings along a wall for students to visualize how far Pheidippides ran to complete this historic run.

## Parent Letter

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Send home Instructional Master 8B-2.

# 9

## Thermopylae: The Persians Strike Again



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Define the term *civilization*
- Understand the significance of the battle of Thermopylae
- Describe the city-state Sparta and the Spartan way of life
- Describe how the contributions of the ancient Greek civilization have influenced the present

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Share writing with others (L.2.34)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**channel, n.** A sailable route between two bodies of water

*Example:* Swimming through the cold waters of the English Channel has been a challenge for many long-distance swimmers.

*Variation(s):* channels

**defeating, v.** Winning a battle or contest against another person or group

*Example:* Defeating the enemy was the army's ultimate goal.

*Variation(s):* defeat, defeats, defeated

**deserted, v.** Abandoned or left behind

*Example:* The baby birds deserted their nest after they learned how to fly.

*Variation(s):* desert, deserts, deserting

**fate, n.** The final outcome or result of something; destiny

*Example:* The final basketball shot determined the fate of the hometown team's win or loss.

*Variation(s):* fates

**prefer, v.** To choose or like something more than something else

*Example:* I prefer to eat cookies rather than ice cream.

*Variation(s):* prefers, preferred, preferring

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Thermopylae: The Persians Strike Again</b>	The Ancient Greek Civilization Poster 2	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Prefer</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Civilization Chart</b>	Image Card 21 Instructional Master 1B-1 (optional)	20
	<b>Poetry Reading</b>	Instructional Master 9B-1	

# 9A

## *Thermopylae: The Persians Strike Again*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

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Remind students that in the last read-aloud they heard about a great battle on the plains of Marathon. Ask students to explain why this battle began and what the final outcome was between the Persian and Greek armies. You may wish to prompt them with the following questions:

- Why did King Darius of Persia send an army of soldiers to Athens?
- How did the Greek army compare to the Persian army?
- Why was Callimachus's vote so important to the Athenian generals?
- Why did the Athenian generals send Pheidippides to Sparta?
- What strategy did the Greek army use to win against the invading Persian army?
- After the battle, what tribute was paid to Pheidippides?

#### **Making Predictions About the Read-Aloud**

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Read the title of the read-aloud to students. Ask students to think about what the title means and why they think the Persians are striking again. Have students predict whether the outcome will be the same or different than the battle at Marathon.

#### **Purpose for Listening**

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Tell students to listen carefully to find out whether or not their predictions are correct.



## Thermopylae: The Persians Strike Again

### ← Show image 9A-1: Xerxes planning attack

- 1 (Point to the image.)
- 2 *Defeating* means winning a battle or contest. How did Xerxes feel about the Greeks defeating his father years ago at Marathon?
- 3 Why do you think King Xerxes wanted Persia to fight the Greeks again? Do you think this time the Persians will win?

King Darius (duh-RYE-us) of Persia failed to conquer Greece and died not long after the Greeks won the Battle of Marathon. Darius's son Xerxes (ZURK-seez)<sup>1</sup> became the king of Persia. His anger at the Greeks for **defeating** his father worked inside of him until he could no longer stand it.<sup>2</sup> Ten years after Marathon, King Xerxes sat planning how Persia would attack Greece again. "This time," he thought, "Persia will have so many soldiers and ships that it will not fail."<sup>3</sup>

Xerxes gathered tens of thousands of soldiers, led by his finest troops. Even Xerxes, however, did not have enough ships to carry that many men to Greece by sea. "We will go over land from Asia and down into Greece," he commanded.



### ← Show image 9A-2: Persians crossing giant ship bridge

- 4 (Show students Poster 2 and point to the first route marked in purple that the Persians took across the channel of Hellespont.) A channel is a sailable route between two bodies of water. So the Persians had to cross this channel to be able to travel by land down to Greece.
- 5 (Point to how the ships are connected by platforms to make a giant ship bridge in the image.) Do you think King Xerxes will succeed with this plan to move so many men?
- 6 (Show again on Poster 2 the route marked in purple that the Persians took from the Hellespont to Thermopylae, and point to the mountains.)
- 7 Which is the smaller army—the Persians or the Greeks? Do you think this is another good strategy?

This meant that the Persians would have to cross a mile-wide **channel** of water that lay between Asia and northern Greece.<sup>4</sup> Xerxes told his navy captains, "We will cross the channel on an enormous, floating bridge. Spread out your ships in rows, and tie them together. Then lay wooden platforms across the space between the ships over which my army can pass."<sup>5</sup>

Xerxes' vast army succeeded in crossing the decks of six hundred ships and moved into Greece. There they faced another difficulty: Greece's high mountains. To avoid having to travel over these mountains, Xerxes led his army south along a narrow strip of dry land near the eastern coast of Greece called Thermopylae (thoor-MAHP-il-lee).<sup>6</sup> At the other end of this narrow pass, the Greeks were waiting for him. The Greeks knew that Xerxes' army could not spread out to its full width to attack here, for there simply was not enough room in the narrow pass between the mountains and the ocean. Instead, here a smaller army might have a chance to win.<sup>7</sup>



← **Show image 9A-3: Leonidas at the head of the Greek armies at Thermopylae**

With most of the city-states working together, the Greeks had sent ten thousand men to block the Persian march. Led by the Spartan king Leonidas (lee-AH-nih-diss), the Greeks took up positions across the full width of Thermopylae.<sup>8</sup> Leonidas told his soldiers, “The longer we can hold the Persians here, the more time it gives the other Greeks to prepare for battle.” With the **fate**<sup>9</sup> of their families always in their minds, Leonidas and his soldiers waited.

8 (On Poster 2, point to the Greek forces marked in red at Thermopylae.)

9 or final result or destiny



← **Show image 9A-4: Themistocles leading the Greek navy**

Leonidas knew that, further south, an Athenian leader named Themistocles (thuh-MI-stuh-kleez) was rushing to draw together a fleet of navy ships.

Themistocles was sure that the war would be won at sea, for as he had told the other Greeks, “The Persians may force their way into Greece, but Xerxes cannot keep bringing food and other supplies to his men here by land. It takes too long. So if we control the sea, the Persians will eventually have to go home.”<sup>10</sup> Leonidas and his Spartan soldiers had to hold Xerxes at Thermopylae long enough for the Athenian fleet to get into position.<sup>11</sup>

10 Does this sound like a good strategy?

11 Who do you think will win this time: the Persians or the Greeks? Are the Greek city-states working together during this emergency?



← **Show image 9A-5: Persian and Greek armies meeting at the narrow pass**

Soon the Persians reached the place where the Greeks blocked the pass. Xerxes sent a message to the Greeks warning them to surrender and ask for mercy. He wrote, “I command so many archers that their attack of arrows will block out the sun above you.”<sup>12</sup>

12 Archers shoot arrows with a bow, like the hunting goddess Artemis.

13 *Prefer* means to like something better than something else. Did the Greeks really prefer to fight in the shade? Why do you think they said this?

14 (Point to King Xerxes in the image.)

To this one of the Spartans jokingly answered, “Fine, we **prefer** to fight in the shade anyway.”<sup>13</sup>

After waiting for four days for the Greeks to surrender, the furious King Xerxes<sup>14</sup> gave word for his Persian armies to attack. However, just as the Greeks had predicted, only a small number of Persian soldiers could fit into the narrow pass at once, so their

15 (On Poster 2, point to the second Persian route marked in red that went through a pass in the mountains.)



great numbers did not help them. Leonidas and the Greeks drove back one attack after another. Then one of the Persian officers said to Xerxes, “O great king, a Greek who lives near here offers to lead us to the Greeks through another pass in the mountains, if you will pay him enough gold.”

Xerxes smiled grimly. “Good! Have him lead half our men along this other path, so that we can come out behind the Greeks.”<sup>15</sup>

← **Show image 9A-6: Leonidas telling other Greeks they will stay**

The Persians began to move back so that they could take the other route. But Leonidas of Sparta saw what was happening. Quickly meeting with the other Greek leaders, he commanded, “Take your men safely away from here. I will remain behind with three hundred of my best Spartan fighters, and will force the Persians to take the other, longer way around.”<sup>16</sup>

16 Why did Leonidas and his men decide to stay behind?

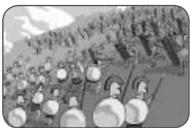
“But this is very dangerous for you and your three hundred men,” another officer protested. “Once the Persians come through the other pass, they will circle around and attack you from behind. You will be caught between the two Persian forces.”

Leonidas turned to one of his Spartan officers. “What do you think?”

17 What do the words “We are Spartans” mean to you? Do you think the Spartans were brave for staying?

His friend shrugged. “We are Spartans,” he said, and that was all. It was enough.

Leonidas told the other Greeks, “There is your answer. We will stay.”<sup>17</sup>



← **Show image 9A-7: Three hundred Spartans standing against thousands of Persians**

So the rest of the Greek army quickly retreated out of the narrow pass, as the three hundred Spartans spread out across the area. When they were in position, Leonidas told them, “Let us fight in such a way that forever after, all Persians will speak of us in amazement, and all Greeks in words of pride.”

18 or bravery

19 (On Poster 2, point again to the Greek forces at Thermopylae marked in red.)



← **Show image 9A-8: Greek navy battling the Persian navy**

20 (On Poster 2, point to the city-state of Athens.)

21 or empty and abandoned

22 (On Poster 2, point to the island of Salamis.)

23 (On Poster 2, point to the third Persian route marked in white from Persia to Salamis.) The Persians took a long time to arrive in their ships, and they had to sail close to land so they could stop at different cities on the way for supplies.

24 (On Poster 2, show the Greek forces marked in red near the island of Salamis.) What do you think is going to happen?

25 or front



← **Show image 9A-9: Victorious Greeks, Persians retreating**

26 (Point to the ships sailing away in the image.) Is this what you thought would happen?

Together the Spartans bravely fought as long as they could, but in the end, the Persians defeated the Spartans and continued on. Leonidas and his three hundred Spartans are still remembered more than two thousand years later for their heroism<sup>18</sup> for fighting against such a large army. These Greeks were able to hold the Persians at the pass long enough for the other Greek forces to prepare for battle. This famous act of courage by the Spartans became known as “the last stand at Thermopylae.”<sup>19</sup>

Soon the Persians continued south and reached Athens.<sup>20</sup> To their shock, they found the city nearly **deserted**.<sup>21</sup> Meanwhile, Themistocles, the Athenian navy commander, had moved all of the Greeks to nearby areas, including an island called Salamis (SAL-uh-miss).<sup>22</sup> When Xerxes realized this, he sent for his navy from Persia. “Sail over here and attack Salamis!” he ordered.<sup>23</sup>

But this was exactly what the clever Themistocles had counted on. He had hidden the Greek navy in the bays and harbors that lay between Salamis and Athens on the Greek mainland.<sup>24</sup> As in the mountain pass at Thermopylae, the greater Persian numbers could not help Xerxes in this narrow neck of water. When the Persian ships approached, Themistocles signaled to his ships’ captains, “Attack!” From their hiding places, the smaller, faster Greek ships surprised the Persians. The larger Persian ships, jammed together in the narrow waters, could not turn around to defend themselves. Using metal battering rams attached to the bow<sup>25</sup> of their ships, the Greeks smashed into the helpless Persian ships. One after another, the Persian vessels sank. Those few that did not sink sailed away broken and battered.

The Greek victory at Salamis was complete. King Xerxes realized, “We cannot stay here if we cannot count on our ships to bring us food, medicine, and more soldiers from Persia.” Finally, the Persians left Greece.<sup>26</sup>

There would be only one more land battle the following year, which was won by the Greeks; but nothing compared to the heroic stand by the Greeks at Marathon, Thermopylae, and Salamis. Finally, the Persian threat was over forever, and the stories of these Greek victories would be told again and again for years to come.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

[Note: You may wish to show students Poster 2 to guide them in their responses.]

1. Why did King Xerxes decide to attack Greece? (He was angry because the Greeks defeated his father previously during the battle of Marathon.)
2. What obstacles or difficulties did the Persian army face? (They had to cross a channel of water using a ship bridge and also cross Greece's high mountains.)
3. How did King Xerxes transport tens of thousands of troops into Greece? (by creating a floating bridge using wooden platforms across the spaces and decks of 600 ships anchored side-by-side)
4. How did the Greeks defeat the much larger Persian army? (Again, the Greeks used strategy; they fought the smaller number of Persians at the narrow pass of Thermopylae and held them there while the other Greek forces prepared; they then attacked the Persians near Salamis with their ships.)
5. Why did the Persian threat to Greece finally end? (After their defeats at the battles of Thermopylae and Salamis, and after they ran out of supplies, the Persians left Greece.)
6. What does Sparta's stand at Thermopylae tell us about the Spartans? (Answers may vary but may include that they were brave and did what needed to be done for their city-state and for Greece.)

7. How do you think the Greeks felt about defeating Persia? (Answers may vary but may include that they felt relieved, happy, heroic, etc.)
8. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where does today’s read-aloud take place?” Turn to your neighbor and ask your “where” question. Listen to your neighbor’s response. Then your neighbor will ask a new “where” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Prefer

(5 minutes)

1. In the read-aloud, we heard one of the Greeks state, “Fine, we *prefer* to fight in the shade anyway.”
2. Say the word *prefer* with me.
3. *Prefer* means to choose or like something more than something else.
4. Some people prefer to walk to school rather than ride the bus.
5. Try to think of things you prefer more than other things. Try to use the word *prefer* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I prefer \_\_\_\_\_ rather than \_\_\_\_\_.”)
6. What’s the word we’ve been talking about? What part of speech is the word *prefer*?

For follow-up, have students discuss some things they prefer over others. Explain that different people may have different ideas about the things they prefer, and that those ideas may determine why they would select one thing over another. As students share, be sure they use the word *prefer*.



### Complete Remainder of the Lesson Later in the Day

# 9B

## *Thermopylae: The Persians Strike Again*



### **Extensions**

**20** minutes

#### **Civilization Chart (Instructional Master 1B-1, optional)**

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Show students Image Card 21 (Greeks' victory) and ask them what they see in the image. Prompt students to recall the heroic acts of the ancient Greeks who fought against the much-larger Persian army in the Battle of Thermopylae. Tell students that the Greeks' story is remembered and has been told for many years as an example of heroic behavior. Ask students which column the image card should go under. Have a volunteer place the image card under the Contributions column.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

#### **Poetry Reading (Instructional Master 9B-1)**

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Tell the students that you are going to read a poem titled "Battle at Thermopylae." Tell them to listen carefully to find out what information is being shared in this poem. Discuss with students what the following lines might mean, and help students to orally summarize the poem with a sentence summarizing each verse. Then have students use Instructional Master 9B-1 to write their own summary. (The Greeks were very brave and full of honor as they fought against great odds to protect their freedom. Both armies—one small and one large—suffered losses, but in the end, only one could win.) Allow students to share their summaries with the class.

*Battle at Thermopylae*

By Mary E. Forbes

*Honor sworn to lead the way,  
Greeks who fought for another day.  
Free from Persia's army bound,  
Thermopylae is target ground.*

*Fought for freedom on this day,  
both sides fall, but one will stay.  
One is small, one has might,  
who will win this freedom fight?*

# 10

## The Great Thinkers of Greece



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Define the term *civilization*
- Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece
- Describe how the contributions of the ancient Greek civilization have influenced the present

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Learn common sayings and phrases such as “Practice what you preach” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

**affection, n.** Fondness or liking

*Example:* Eddie held his new baby brother with great affection.

*Variation(s):* affections

**astonishing, adj.** Causing surprise or amazement

*Example:* The fireworks display was an astonishing sight.

*Variation(s):* none

**marvelous, adj.** Excellent or wonderful

*Example:* The singing group performed a marvelous concert in the park.

*Variation(s):* none

**philosopher, n.** Someone who seeks to understand and explain people and the world they live in

*Example:* Confucius was known as a famous Chinese philosopher.

*Variation(s):* philosophers

**proof, n.** Evidence or facts that support that something is true

*Example:* Scientists continue to search for proof of life on other planets.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>	Civilization Chart from previous lessons	10
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Great Thinkers of Greece</b>	The Ancient Greek Civilization Poster 1	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Image Cards 22–24 Instructional Master 1B-1 (optional) Civilization Chart from previous lessons	10
	<b>Word Work: Marvelous</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sayings and Phrases: Practice What You Preach</b>		20
	<b>Narrative Paragraph: Plan</b>	Instructional Master 10B-1 chart paper, chalkboard, or whiteboard	

# 10A

## The Great Thinkers of Greece



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

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← Show image 9A-2: Persians crossing giant ship bridge

Ask students what they see in the picture. Prompt further discussion with the following questions:

- Why was there a battle at Thermopylae?
- What was the ship bridge used for?
- Which army was victorious?



← Show image 9A-9: Victorious Greeks; Persians retreating

Ask students what they see in the picture. Ask them how this picture shows another contribution of the ancient Greeks. Point to Image Card 21 on the Civilization Chart and prompt students to recall that because the Greeks were brave and fought against the much larger Persian army, they are remembered today as heroes and have been written about in many stories.

#### Essential Background Information or Terms

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Read the title of the read-aloud to the students. Ask students what they think it means to be a “great thinker.” Tell students that over time, many people have wondered about the world and have tried to understand and explain its relationship with the people who live on it. Ask students if they have ever heard the word *philosophy*. Ask students if they remember learning about Confucius’s philosophy in the *Early Asian Civilizations* domain. (Remind students that Confucius wanted China to be a place where people could live in peace without wars. He spoke about how changes for a better world should begin in the home with families. He spent his life teaching others to treat one another with kindness and respect.) Tell students that the word *philosophy* means a set of

ideas or beliefs relating to a particular activity or study such as the sciences or the arts.

Explain to students that the word *philosophy* actually comes from the Greek and means “love of knowledge or wisdom.” Tell them that people who study philosophy and seek to understand people and the world they live in are called philosophers. Tell students that the great thinkers—or philosophers—they are going to hear about spent their entire lives pursuing a love of knowledge about the wonders of the world and how people lived their lives in that world.

### **Purpose for Listening**

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Tell students to listen carefully to find out what these great thinkers in ancient Greece studied and what contributions their work provided to the rest of the world.



## The Great Thinkers of Greece

### ← Show image 10A-1: Socrates in Athens

- 1 What is a philosopher?
- 2 (Point to the older man in the image and ask students to repeat his name.)
- 3 (Show Athens on Poster 1.)

He was the most famous **philosopher** who ever lived.<sup>1</sup> His name was Socrates (sock-ruh-teez),<sup>2</sup> and he lived in the city-state of Athens over two thousand years ago.<sup>3</sup>

The stories about Socrates describe him as the most down-to-earth fellow you could ever meet. These stories, written by his friends and students, tell us all we know about him, for Socrates never wrote anything down himself. According to these stories, there was no one more clever, no one more loyal to his friends, no one so willing to poke fun at himself, and no one as glad to share everyday activities with you.

But the one thing that made Socrates such a great philosopher was that he kept asking questions about why people did such everyday things.<sup>4</sup>

- 4 Do you think asking questions is a great way to learn about things?
- 5 What does *engaged* mean?

In the stories about Socrates, we hear about him sitting beneath a shady tree, or walking with friends—always engaged in curious conversation.<sup>5</sup>



### ← Show image 10A-2: Wealthy Athenians conversing at dinner party

- 6 (Point to the man in the foreground without the beard.)

In one story, many guests are waiting for him to arrive at a dinner party. The guests and their host, a man named Agathon,<sup>6</sup> are wealthy, well-educated young Athenians who talk about sports, politics, or the latest play. Some help run their family's large farms or travel to faraway lands on business trips as merchants. Some are political leaders in Athens. A few are soldiers. None of them, however, spend their lives like Socrates, just thinking and asking questions to answer other questions.

In this story, Socrates is older than the rest of the guests at this party, has almost no money to his name, wears the same outfit day and night, and generally walks about without shoes. Yet in this and other stories, we hear politicians, landowners, and soldiers speak of him with great **affection**<sup>7</sup> and respect.

- 7 or liking



← **Show image 10A-3: Socrates with wealthy Athenian in the market**

- 8 Why doesn't Socrates want any of the marvelous or wonderful things from the marketplace? What does the Athenian's story tell us about the kind of person Socrates was?

At the dinner party, one Athenian says, "One day, Socrates and I were passing through the marketplace. I bought a number of items for myself, and knowing Socrates has little money, I offered to buy him whatever he wanted. Socrates said, 'One reason for human unhappiness is that people always want more things than they need. When they get those things, they still want more. I think the happiest people are the ones with the least number of things. Just look at all the **marvelous** things in this marketplace that I don't want!'"<sup>8</sup>



← **Show image 10A-4: Socrates as a soldier**

- 9 Why was Socrates such a strong soldier? Do you think his philosophy helped Socrates to be a stronger person?

Another of the dinner guests shares very different memories of Socrates. "During the war, when we were soldiers together in that icy cold winter, everyone else bundled up in as many clothes as possible. But Socrates gave another man his coat and boots saying, 'You need these more than I do.' He marched barefoot, even over the ice, yet he out-marched the rest of us. And when we ran low on food, he still shared his food with others. Yet during the battle, he was the strongest of us all."<sup>9</sup>

- 10 Does it sound like Socrates had a sense of humor?

"And though I received honors for bravery that day, Socrates was the real hero. Yes, I led the charge, but I became surrounded by enemy soldiers. Just as one of them knocked my sword from my hand, Socrates burst through them, scattering them left and right. Then he glared at them so fiercely, they ran away. He found me another sword and then said, 'If I had known that making ugly faces could drive the enemy away, I could have won the battle for us—for heaven knows I am ugly enough for that.'"<sup>10</sup>



← **Show image 10A-5: Socrates arriving at dinner party**

- 11 (Point to the man who is sitting in the image.)

As the guest finishes this retelling, Socrates himself finally arrives for the party. Agathon, the host,<sup>11</sup> insists, "Sit next to me, Socrates, so I can drink in your words of wisdom."

- 12 Why did Socrates only have questions? Do you think a great philosopher can have answers, too?

Socrates laughs, "I fear you'll go thirsty, Agathon, for I have no wisdom for you to drink in. I have only questions, not answers."<sup>12</sup>

In all of the stories about Socrates, we read that his method of learning and teaching was to ask others questions like “How do you know?” and “What do you mean?” For example, someone might say to him, “The way to lead a good life is to give to others,” to which Socrates might respond, “How do you know?”



← **Show image 10A-6: Socrates asking questions**

By asking these questions, Socrates really wanted to cause people to think about their lives and why they do certain things. “Otherwise,” he would say, “we will just repeat the same old mistakes everyone else has made. And when we end up doing good things, shouldn’t we try to understand *why* they are good so that we can do more good things?”

Somehow it was always in his company that people had moments of enlightenment.<sup>13</sup>

Of course, some people did not like Socrates. They said he was wasting their time or confusing them by trying to change their minds. Socrates protested, “But I cannot change your mind. Only you can do that.” Then he would go on his way.

← **Show image 10A-7: Plato learning from Socrates; taking notes**

Many of Socrates’s friends went on to become great leaders of Greece, and many of his students became widely known and respected. One such student was an intelligent, young fellow named Plato (PLAY-toe).<sup>14</sup> Poet, champion athlete, and brave soldier, Plato paid close attention to what Socrates said. Later in his life, Plato wrote books reporting those wonderful discussions. But as years passed and Plato became famous himself, he wrote more about his own ideas and less about Socrates.<sup>15</sup>

← **Show image 10A-8: Plato’s academy in olive grove**

Finally, Plato opened a school near a grove of olive trees called “the grove of Academe” (ACK-uh-deem). The school became famous as “The Academy,” a word we still use today for some schools. Here, Plato offered classes about all sorts of subjects:

13 What is enlightenment? Do you remember another great philosopher who searched for and is said to have given others enlightenment?



14 (Point to the man seated with a paper and pen and ask students to repeat his name.)

15 So did Plato also become a philosopher like Socrates?



history, mathematics, music, literature, law, politics, and more. He would always ask, “What do we know about these things? How can we be sure we are correct? How can our knowing lead to greater happiness?”<sup>16</sup>

16 Do you remember who else asked these same types of questions?

But by the time Plato taught at the Academy, Athens had changed. It had gone through a long, terrible war. A terrible disease had swept through the city, a disease that today we might be able to treat with modern medicine. Without such medicine, many Athenians died from this illness. Many of the happy young men and women of Plato’s youth did not survive. Life was no longer so easy or happy for him. He then began writing books that asked questions like, “Wouldn’t life be nicer if we could only . . . ?” and continued to try to find **proof** to back up his ideas.<sup>17</sup>

17 *Proof* means evidence or facts that support something is true.



← **Show image 10A-9: Aristotle**

18 (Point to the man in the image and ask students to repeat his name.)

Among Plato’s students was a young man named Aristotle (AIR-ih-STOT’l).<sup>18</sup> Aristotle, too, wanted to understand people and things, but he looked at them in a way more like Socrates did than Plato. Aristotle thought, “Instead of looking for facts to prove what we already think is true, let us first study the facts and then try to understand what they mean.”<sup>19</sup>

19 So Aristotle studied things he knew were true by observing them and finding out more about them.

That simple idea would change the world. Aristotle would become the first great observer, studying things he could see and experiment with, such as plants, animals, human beings, and the stars and planets.<sup>20</sup> Aristotle’s ideas and classifications, as you heard about earlier, are still used in science today.

20 What is Aristotle observing in this image?

Aristotle also believed in the importance of having balance in life. He thought doing or having too much of one thing—such as staying up too late, eating too many unhealthy foods, or even studying too much—did not allow time for other things you may need to do.<sup>21</sup>

21 So Aristotle thought that too much of anything wasn’t good, and that it was important to have a balance among different things.

Aristotle, like his teacher, Plato, also opened a school in Athens. Aristotle’s students, and the books he wrote, spread across Greece and beyond, carrying Greek ideas to distant lands.<sup>22</sup>

22 So did Aristotle also become a philosopher like his teacher Plato before him and his teacher’s teacher Socrates before that?

23 or surprisingly amazing

24 (Tell the students that they will learn about Alexander, a student of Aristotle, in the next read-aloud.)

Among Aristotle's students was an **astonishing**<sup>23</sup> boy who would carry these ideas the farthest of all. His name was Alexander.<sup>24</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Which city-state was the setting of this read-aloud, Athens or Sparta? (Athens) Why were philosophers more likely to be found in Athens? (Sparta was focused on military power, but Athens was focused on independent thinking.)
2. How were the three philosophers Socrates, Plato, and Aristotle connected? (Plato was a student of Socrates; Aristotle was a student of Plato.)
3. How do we know about the ideas of Socrates? (from stories that were retold orally and written down by his student, Plato) [Place Image Card 22 (Socrates) on the Civilization Chart under the Contributions column and tell students that today we still read the wise words of Socrates. Remind students that the word *philosophy*, meaning love of wisdom, is also a contribution of the ancient Greeks. You may wish to have students fill in their own chart on Instructional Master 1B-1.]
4. What word for school did we adopt from the works of Plato? (*academy*) [Place Image Card 23 (Plato) on the Civilization Chart under the Contributions column. You may wish to have students fill in their own chart on Instructional Master 1B-1.]
5. What method of learning did Socrates use? (He believed in asking questions but never gave answers; he believed people should discover their own truth and the reasons why they did certain things.) What are some questions you could ask to learn more about people and the world around you? (Answers may vary.)
6. Why was the philosophy of keeping a balance important to Aristotle? (He believed too much of one thing could take away time from other things.) What are some things you could have too much of in your life? What proof would you need to have to know this is true? (Answers may vary.)

7. How are Aristotle’s studies important to science today?  
(Scientists use Aristotle’s studies and classifications of many different types of plants and animals in their studies today.)  
[Place Image Card 24 (Aristotle) on the Civilization Chart under the Contribution column. You may wish to have students fill in their own chart on Instructional Master 1B-1.]
8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

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**Word Work: Marvelous**

(5 minutes)

1. In the read-aloud, we heard that there were many *marvelous* things in the marketplace, which, according to Socrates, people sometimes wanted more than they needed.
2. Say the word *marvelous* with me.
3. *Marvelous* means excellent or wonderful.
4. My aunt’s restaurant has many marvelous dishes to eat.
5. Try to think of things that you would describe as marvelous. Try to use the word *marvelous* when you tell about them. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The \_\_\_\_\_ has marvelous \_\_\_\_\_.”)
6. What’s the word we’ve been talking about? What part of speech is the word *marvelous*?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of something you think is marvelous, you will say, “That’s marvelous.” If what I describe is not an example of something that is marvelous, you will say, “That’s not marvelous.” (Answers may vary for all.)

1. eating a hot fudge sundae
2. losing your favorite sweatshirt
3. your first day of school
4. riding on a roller coaster
5. celebrating your birthday
6. a new baby brother or sister



### **Complete Remainder of the Lesson Later in the Day**

# 10B

## The Great Thinkers of Greece



### Extensions

20 minutes

#### Sayings and Phrases: Practice What You Preach

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say, “Practice what you preach.” Have the students repeat the proverb. Ask them what they think this proverb means. Explain to students that the literal meaning of this proverb is that you should behave or live your life in the same way that you tell others they should act.

Tell students that the three Greek philosophers they have learned about in today’s read-aloud are all examples of this saying. Remind students that Socrates was a man who led a simple life and did not desire to have many things. Remind students also how Socrates practiced what he preached when he gave his boots away to the soldier, wore the same clothes every day, and avoided buying anything for himself in the marketplace, even when his friend offered to do so.

Ask students if they think it is easy or hard to “practice what you preach” and why they think it is important. Expand upon their responses with more complex vocabulary. Look for more opportunities to use this saying in your classroom.

## Narrative Paragraph: Plan (Instructional Master 10B-1)

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Tell students that together you are going to write a narrative paragraph. Explain that a narrative is a story. For example, the stories they heard about Hermes being a messenger and Lysander going away to battle camp at age seven are narratives. Remind students that a narrative, or story, has three elements: characters, setting, and plot. Explain that the narrative you are going to write together will be much shorter than the ones they have heard because they are still learning the process.

Tell students that your narrative, or story, is going to tell about someone living in the time of ancient Greece. On a piece of chart paper, chalkboard, or whiteboard, brainstorm together all of the different kinds of people who would have lived during this time. (child or adult; male or female; warrior in the Spartan army; Olympian athlete or observer; merchant; seafarer from Crete; god or goddess; citizen or leader in the Athenian assembly; philosopher; sculptor; poet; etc.) Have students think about what each character does every day. (goes to school; has a job; lives on Mount Olympus; stays at home; trains in military camp; travels; fishes; creates art; etc.)

Copy Instructional Master 10B-1 onto chart paper, a chalkboard, or a whiteboard. With students' help, choose a character from the list and write it in the center oval. On the surrounding spokes, write words and phrases about the character—what they do every day, the view from where they live, the sounds they hear, etc. Remind students that when they brainstorm, they do not need to write in complete sentences, but instead they should write down whatever comes to mind about the topic. Once you have written down everything the students can think of about the chosen character, tell them that they will continue this narrative paragraph the next time you meet.

Note: You may wish to have some students use Instructional Master 10B-1 to complete this exercise on their own.

# 11

## Alexander the Great, Part I



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Define the term *civilization*
- Describe the accomplishments of Alexander the Great

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Learn common sayings and phrases such as “Practice what you preach” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard this far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)

## Core Vocabulary

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**ambitious, *adj.*** Having a strong desire for success or achievement

*Example:* The ambitious salon owner was willing to work hard for her new business.

*Variation(s):* none

**devoted, *adj.*** Feeling strong loyalty or commitment

*Example:* The devoted couple celebrated their 50<sup>th</sup> wedding anniversary with family and friends.

*Variation(s):* none

**retreat, *v.*** To withdraw or go back

*Example:* The barking dog caused the little boy to retreat from the fence.

*Variation(s):* retreats, retreated, retreating

**tame, *v.*** To make gentle or obedient

*Example:* Joshua wanted to tame a squirrel and keep it as a pet, but decided to release it back into the wild.

*Variation(s):* tames, tamed, taming

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Alexander the Great, Part I</b>	The Ancient Greek Civilization Poster 1	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Tame</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Civilization Chart</b>	Image Card 25 Instructional Master 1B-1 (optional)	20
	<b>Narrative Paragraph: Draft</b>	Instructional Masters 10B-1 and 11B-1 chart paper, chalkboard, or whiteboard	

# 11A

## Alexander the Great, Part I



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Review what students learned in the previous lesson. You may wish to ask the following questions:

- Who were Socrates, Plato, and Aristotle?
- How were these philosophers connected?
- What is philosophy?
- Why are Socrates, Plato, and Aristotle remembered thousands of years after they lived?

#### Making Predictions About the Read-Aloud

---

Remind students that at the end of the last read-aloud, they heard that Aristotle started a school, and that one of his students was an amazing boy who would carry Aristotle's ideas the farthest of all. Ask: Does anyone remember the little boy's name? Tell students the title of today's read-aloud and have them think about who Alexander the Great was and how he received this name. Prompt discussion with the following questions:

- What do you think made Alexander the Great different from other men of his time?
- What do you think Alexander the Great looked like? Do you think he was a large man or small man? Do you think he received this name because of his size or because of how he lived his life?

#### Purpose for Listening

---

Tell students to listen carefully to find out if their predictions are correct and to learn more about this man named Alexander the Great.



## Alexander the Great, Part I

### ← Show image 11A-1: King Philip looking at map; Alexander playing

1 (Show Macedonia on Poster 1.) At this time, Macedonia was not a part of ancient Greece.

2 What are conflicts? Why was King Philip not involved in the Greek conflicts?

3 What was King Philip's plan? Do you think it will work?

4 or powerful

5 Does this sentence give you a hint of what is going to happen?

To the north of the Greek city-states and of Mount Olympus lay the territory known as Macedonia (MASS-uh-DOE-nee-uh).<sup>1</sup> The Macedonian king, Philip the Second, watched and waited as the Greek city-states struggled among themselves for power and wealth after the Persian wars. It seemed that they could work together brilliantly when they faced a common enemy such as Persia, but afterward they would go back to competing against one another. Away from all these conflicts, King Philip grew stronger.<sup>2</sup>

King Philip of Macedonia had a plan: he would let the rest of the Greeks wear themselves out fighting one another, and then he would lead his army south to unite all of Greece beneath his command.<sup>3</sup>

Philip also had a son whom he expected to follow in his steps and take over the throne one day. The boy was a bold, handsome, curly-haired youngster named Alexander. At first, Philip was a bit disappointed when it became clear that Alexander would not grow up to be a tall, strapping<sup>4</sup> fellow like his father. Philip wondered, "How can someone Alexander's size become a great warrior and commander like . . . well, like me?" He soon realized that he had nothing to worry about.<sup>5</sup>



### ← Show image 11A-2: Young Alexander training to fight

6 Why do you think Alexander practiced so much? Do you think he believed that "practice makes perfect"?

7 What does it mean if Alexander was a prince?

8 Do you think all of Alexander's practice helped him succeed?

Alexander was determined to be the best at everything he did. He constantly practiced with sword and spear, hour after hour.<sup>6</sup> Even full-grown soldiers told one another, "Keep your guard up when you practice against Prince Alexander, or you will find his sword point at your throat."<sup>7</sup> Alexander trained himself to swim in icy rivers and run for miles without stopping. He became an excellent wrestler and a champion horseman, and was constantly challenging other riders.<sup>8</sup>

- 9 Do you remember who Aristotle was? Why do you think King Philip wanted his son to study with him?



← **Show image 11A-3: Alexander learning from Aristotle**

But Alexander was more than strong and sturdy. He was intelligent, too. Realizing this, Philip told his son, “I have arranged to have the greatest thinker in the world come here to teach you. He is the famous Aristotle. Treat him with respect.”<sup>9</sup>

Alexander came to love and honor the wise Aristotle, and tried to learn all that he could from him. Pleased with his student, Aristotle taught the prince more than science and mathematics. He also tried to pass along all that the Greeks, especially the Athenians, had learned about leading a civilized and well-balanced life.<sup>10</sup> Alexander also loved to study the poems of Pindar.

- 10 Was living a balanced life important to Aristotle?

- 11 Do you remember another famous philosopher who shared this idea?

Alexander listened when Aristotle taught him the importance of observing and studying facts before making decisions.<sup>11</sup> However, the prince’s energetic nature caused him to use this lesson in ways far different from those that the quiet scientist had imagined.



← **Show image 11A-4: Alexander observing the wild Bucephalus**

One famous example occurred when Alexander was in his early teens and set his eyes on a magnificent horse named Bucephalus (byu-SEF-uh-lus).<sup>12</sup> Alexander told his father’s groomsmen, “That is the horse I want to ride.”

- 12 If the horse was magnificent, was it ordinary or grand?

The head groomsmen bowed. “I am sorry, your highness, I cannot let you—for your own safety. No one can ride Bucephalus. One of our greatest horsemen tried yesterday, and even he broke his leg.”<sup>13</sup>

- 13 Do you think Alexander will ride this magnificent horse?

- 14 or to make the horse gentle and obedient

Alexander realized he would have to use his mind as well as his muscles to **tame** the horse.<sup>14</sup> “I must think this through,” he told himself. He watched as one rider after another led the huge horse out to the wooden fence and tried to mount the saddle. Alexander noticed something no one else had seen. The prince realized, “Why, the big fellow is frightened each time he sees his own shadow moving before him on the ground. He becomes so nervous that he throws off anyone who tries to ride him.”<sup>15</sup>

- 15 What caused the horse to see his shadow? What do you think will happen next?



← **Show image 11A-5: Alexander riding a calmed Bucephalus**

16 Now the sun is in front of the horse, so no shadow is seen.

Alexander took some sugar out to the horse. “Here, boy, eat this,” he said, and he turned Bucephalus around in the other direction so that he could not see his own shadow.<sup>16</sup> Then Alexander easily climbed into the saddle. Everyone was amazed. Alexander rode the huge horse all afternoon. Even King Philip came out to watch, grinning at his son. “He’s not so bad!” called Alexander, grinning back. Finally, Bucephalus trusted Alexander so much that the boy could lead him to do anything—even with his shadow in front of him. Bucephalus became Alexander’s horse, and Alexander so loved the horse that later he named a city after him.



← **Show image 11A-6: Alexander riding at the front of his army**

17 *Devoted* means having strong loyalty or commitment. Why do you think the soldiers were so devoted to Alexander?

Soon Alexander was leading troops into battle for his father. He developed a habit that stayed with him all his life: He always rode in the front line of fighters. The soldiers were proud of their brave prince and loved him for taking risks as great as those he asked them to take. A number of times when a battle might have been lost, Alexander would yell, “Charge!” and ride ahead. His **devoted** soldiers would think, “We cannot let him be killed or captured!”<sup>17</sup> They had no choice but to follow him and win the battle, for they knew Alexander would never **retreat**.<sup>18</sup>

18 *Retreat* means to withdraw or go back. Why do you think Alexander would never retreat?

19 or enemy

At last King Philip felt that he and his son were ready to conquer the Greeks who were south of Macedonia. Then, by a stroke of good luck, they found a better way. Their old foe,<sup>19</sup> Persia, once again came after the Greek cities. Philip told the other leaders of Greece, “I will lead you against Persia.” A few protested, but Philip and Alexander quickly invaded their cities and conquered them by force. People in the other city-states, weakened by war, were afraid to go up against the powerful Macedonian army.<sup>20</sup>

20 So, did King Philip get what he wanted?



← **Show image 11A-7: Alexander as king at the head of his army**

21 or went against him

22 If you are ambitious, you have a strong desire for success. What do you think ambitious King Alexander is going to do?

23 Now that Alexander has conquered the Greek city-states, who else does he want to conquer next? You'll hear about that adventure in the next read-aloud.

And then King Philip died. At the age of twenty, Alexander became king of Macedonia. Although young in years, Alexander led his army through Greece, fighting and conquering when he needed to, and accepting surrender when he could. He generously gave gifts to the peoples and cities that welcomed him, while giving no mercy to those who opposed him.<sup>21</sup>

At last, all of Greece hailed Alexander as their king.

But Greece was not enough for the **ambitious** king.<sup>22</sup> He put one of his trusted advisors in charge in Greece, and announced, "It is time to end the Persian threat once and for all and to call Persia my own." With that, Alexander set out on his greatest adventure.<sup>23</sup>

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

1. Alexander was not a large man like his father, but he still became a successful fighter. How did he do this? (He trained constantly as a runner and swimmer, practiced constantly with sword and spear, and became a great horseman and wrestler.)
2. Why do you think Alexander's father asked Aristotle to teach his son? (because he believed Aristotle was a great philosopher)
3. What important lesson did Alexander learn from Aristotle? (Aristotle taught him the importance of observing and studying facts before making decisions.)
4. What observation did Alexander make about the wild horse, Bucephalus? (He realized the horse was afraid of his shadow.) What clever idea did he use to tame the horse? (He turned the horse's face into the sun so that he would not see his shadow and be afraid, and he offered him sugar to win his favor.)
5. Why did Alexander's devoted soldiers think he was a brave fighter? (He would ride in the front of his army and take the same risks he asked of his men; he never retreated or gave up a fight.)

6. How were Alexander's actions an example of the saying "Practice what you preach"? (Alexander acted in the same way that he asked his men to act.)
7. What are some adjectives you could use to describe Alexander? (ambitious, clever, intelligent, etc.)
8. What is the most interesting thing you heard about Alexander the Great? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Have you, like Alexander, ever solved a problem by first observing things and then coming up with a clever idea? Tell about it. (Answers may vary.)

### **Word Work: Tame**

**(5 minutes)**

1. In the read-aloud, we heard that Alexander needed to use his mind and his muscles to *tame* the horse.
2. Say the word *tame* with me.
3. *Tame* means to make gentle or obedient.
4. Some animals are impossible to tame and should remain in nature.
5. Have you ever seen someone tame an animal or ever tried to tame one yourself? Try to use the word *tame* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw someone tame a \_\_\_\_\_ once when . . ." or "I tried to tame a \_\_\_\_\_ once when . . .")
6. What's the word we've been talking about? What part of speech is the word *tame*?

Use a *Making Choices* activity for follow-up. You have heard that the word *tame* means to make gentle or obedient. Directions: I will describe a situation. If what I describe is an example of something you could tame, say, “I can tame it.” If what I describe is an example of something you could not tame, say, “I cannot tame it.” (Answers may vary for all.)

1. a litter of kittens sleeping in a box
2. a nest of baby birds chirping in a tree
3. gorillas in the jungle
4. a lost dog scratching at your door
5. lizards sunbathing in the desert



**Complete Remainder of the Lesson Later in the Day**

# 11B

## Alexander the Great, Part I



### Extensions

20 minutes

#### Civilization Chart (Instructional Master 1B-1, optional)

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[Note: Make sure to save The Ancient Greek Civilization Chart for future reference, as it will also be used in the Grade 2 *Greek Myths* domain.]

Show students Image Card 25 (Alexander the Great) and ask them what they see and what they remember about this leader. Ask students which column this image card should go under. Have a volunteer place the image card under the Leaders column. Tell students that they are going to hear more about this leader in the next read-aloud.

Review with students what is already on the Civilization Chart and have them discuss what they remember about each image.

Note: You may wish to have some students complete this Instructional Master on their own by drawing pictures or writing words under each column.

#### Narrative Paragraph: Draft (Instructional Masters 10B-1, 11B-1)

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Tell students that with their help you are going to write the draft of the narrative paragraph. (You may wish to intentionally make some mistakes so that in the next lesson you may demonstrate how to edit them.) Review with students the brainstorm that was previously created. Encourage students to add any new ideas they may have after hearing about Alexander the Great. If they haven't done so already, have students choose a name for the character.

Copy Instructional Master 11B-1 onto chart paper, a chalkboard, or a whiteboard. Tell students that together they are going to write five sentences. Tell them that this is a good number of sentences for a paragraph. Explain that the first sentence should

be an introductory sentence to tell who the character is and where s/he lives. (e.g., Philip is a king who lives in Sparta.) Write the introductory sentence in the first rectangle. Explain that the next three sentences should describe the character and how s/he spends his or her time in ancient Greece. (e.g., Philip has a wife, Queen Charlene, and two children, Peter and Rachael. Philip spends his days having meetings, making laws, and training along with his soldiers. Sometimes, he has to bravely fight in battles and is often away from home.) Write these three sentences in the second, third, and fourth rectangles. Tell students that the final sentence should be a concluding sentence that reminds the reader of what the paragraph is about and that wraps up the story. (e.g., King Philip is proud to lead the warriors of Sparta.) Write this sentence in the last rectangle.

Remind students that most narratives, or stories, are made up of many paragraphs. Tell students that they are writing only one paragraph because they are still learning the process, and that once they learn how to write a narrative, they will be able to write many paragraphs that will include many things that happen in the plot.

Tell students that they will review and edit their narrative paragraph the next time you meet.

Note: You may wish to have some students use Instructional Master 11B-1 to complete this exercise on their own.

# 12

## Alexander the Great, Part II



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Describe the accomplishments of Alexander the Great

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Interpret information from diagrams, charts, graphs, graphic organizers (L.2.27)
- Share writing with others (L.2.34)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)

## Core Vocabulary

**attention, n.** Close observation or thought

*Example:* My brother paid no attention to the spider crawling up his leg.

*Variation(s):* none

**flung, v.** Thrown with great force

*Example:* The Olympian champion flung his discus farther than anyone else.

*Variation(s):* fling, flings, flinging

**invader, n.** Someone who enters a place by force, such as a country in order to conquer it

*Example:* During his lifetime, Alexander the Great became a famous invader of the Persian Empire.

*Variation(s):* invaders

**proclaimed, v.** Announced publicly or officially

*Example:* My grandmother proclaimed her choice for president by wearing a campaign button.

*Variation(s):* proclaim, proclaims, proclaiming

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Alexander the Great, Part II</b>	The Ancient Greek Civilization Poster 1 world map or globe	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Invader</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Map of Alexander the Great's Empire</b>	Instructional Master 12B-1 The Ancient Greek Civilization Poster 1	20
	<b>Narrative Paragraph: Edit</b>	Instructional Masters 10B-1 and 11B-1 Editing Checklist (optional) [Note: You will need to prepare this prior to the lesson.] chart paper, chalkboard, or whiteboard	

# 12A

## Alexander the Great, Part II



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

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Use images 11A-1 through 11A-7 to review what students learned in the previous read-aloud about Alexander the Great's early life. You may wish to ask the following questions:

- What was Alexander like as a child?
- Which philosopher came to teach Alexander?
- How did Alexander solve the problem with Bucephalus the horse?
- What was Alexander like as a leader and warrior?

#### Making Predictions About the Read-Aloud

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Reread the last sentence from Alexander the Great, Part I: "With that, Alexander set out on his greatest adventure." Ask the students to predict what they think Alexander's greatest adventure will be.

#### Purpose for Listening

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Tell the students to listen carefully to find out whether or not their predictions are correct.



## Alexander the Great, Part II

### ← Show image 12A-1: Alexander motioning his army forward

- 1 (On Poster 1, show the route from Macedonia to the Hellespont channel.) Who remembers who else crossed this same channel, but in the opposite direction on foot by using a ship bridge?  
2 or threw with great force

King Alexander of Macedonia led his Greek soldiers on foot across Europe and then by ship across the channel of water that separated Europe from Asia.<sup>1</sup> As the boats approached the far shore, Alexander **flung**<sup>2</sup> his spear so that it landed point-first in Asian soil. Stepping from his boat, he freed the spear and told his cheering men, “We will conquer Asia with our spears!”

- 3 Why do you think it was so important to King Alexander that he be remembered this way?

Leading the army down the western edge of the Mediterranean Sea, he stopped at the site of ancient Troy. Here, nine centuries before, the Greeks had fought a famous war, the story of which had been told in a great book called *The Iliad* (ILL-ee-ud). Since boyhood, Alexander had set himself a goal: “I want people to remember me forever as a great hero, just as we remember Achilles (uh-KILL-ees), the greatest hero in *The Iliad*,” he said. That goal of undying fame, more than anything else, would drive Alexander onward through his many adventures.<sup>3</sup>

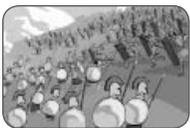


### ← Show image 12A-2: Greek citizens cheering Alexander's army

- 4 Do you think this was true?
- 5 How do you think the Greek people felt about King Alexander after they realized he wasn't going to let them live freely? Do you think they continued to cheer for him?

As he continued down the Mediterranean coast, citizens of Greek city-states there welcomed Alexander's army. “Alexander will free us from Persian rule!” the people cheered. “We will live as free Greeks once more.”

Alexander told them, “Yes, we will free you.”<sup>4</sup> Yet, once his army took over a city or a nation, Alexander never gave up his control. He was determined to set the record for ruling the greatest empire in history, and he didn't think he could do that by freeing people and places he had conquered.<sup>5</sup>



### ← Show image 12A-3: Greek army charging across river toward Persian army

- 6 If the army was enormous, was it large or small?
- 7 How do you think King Alexander defeated such an enormous army?

Soon Alexander's soldiers found themselves facing an enormous Persian army sent by the Persian king.<sup>6</sup> Between the two armies lay a river. Alexander charged across the river calling, “Follow me!” with his men rushing to keep up. They won the battle.<sup>7</sup>



← **Show image 12A-4: Alexander approaching the Gordian Knot**

Afterward they reached the city of Gordia (GORD-ee-uh), where Alexander was shown the chariot of the ancient founder of the city. This ancient chariot was tied to a pole with a large knot. The elderly priests smiled at the young **invader**.<sup>8</sup> “Legend says that only he who unties the Gordian knot can rule Asia,” the priests said, knowing it would take days or weeks to do so. But with lightning speed, Alexander drew his sword, and in one mighty stroke, sliced the knot in half. “What a pleasant legend,” he said, and rode on laughing.<sup>9</sup>

- 8 An invader is someone who enters a country by force in order to conquer it.
- 9 So did King Alexander actually untie the knot? The phrase “cutting the Gordian knot” is used today to mean solving a complicated problem in a unique way.



← **Show image 12A-5: Alexander in Egypt, writing to Aristotle**<sup>10</sup>

Alexander continued on to Egypt, which was also under Persian control.<sup>11</sup> He defeated the Persian armies there, and the Egyptians **proclaimed**<sup>12</sup> him pharaoh, or king. While in Egypt, and all through his travels, he sent samples of local plants and animals to his old teacher, Aristotle, so that the great scientist could examine them.<sup>13</sup> Alexander also tried to answer a question the wise man had long hoped to figure out: Why does the Nile River flood in the spring?

- 10 What do you see in the picture?
- 11 (Show on a world map or globe.)
- 12 or officially announced
- 13 How do you think Aristotle felt about being able to see some of the plants and animals in faraway Egypt?

“I cannot prove it without following the river all the way to its beginnings,” Alexander wrote, “and this I have no time to do. But after talking with the most educated Egyptians, I believe that during each spring, rains fill the lakes in the mountains of northern Africa. The lakes overflow into the Nile, which carries the water down to the flatlands of Egypt.” He was right, and Aristotle sent a letter of thanks.<sup>14</sup>

- 14 (You may wish to remind students who used the Core Knowledge Language Arts program in Grade 1 of the importance of the flooding rivers for farming in ancient civilizations.)



← **Show image 12A-6: Alexander victorious over the Persians**

By the time the letter reached Alexander, however, he was back in Persia, winning battle after battle. At one of these battles, the Persians had many more soldiers than Alexander commanded. The Persian king felt so sure of victory that he left his family and a good deal of his treasure in a nearby city. When Alexander won the fight, he marched into that city and took the king’s treasure

for himself and his men. After several more victories, Alexander at last defeated the Persians for good and crowned himself king of Asia.<sup>15</sup>

15 Were your predictions correct?



← **Show image 12A-7: Alexander's wedding to Persian princess**

As he continually fought these wars, Alexander insisted that his goal was to win glory for himself and his troops and to prove no one else was stronger in force.<sup>16</sup> After his success, Alexander married off thousands of his Greek soldiers to Persian women, and took Persian soldiers into his army so that they could learn Greek ideas from his soldiers. He and his lifelong best friend even married two of the king of Persia's daughters in a double wedding ceremony. "We will unite all of our empire into one great nation," Alexander proclaimed.<sup>17</sup>

16 Do you think this was a good goal to have?

17 What does *proclaimed* mean? What did Alexander proclaim?

18 *Attention* means close observation or thought. Do you think this lack of attention was helpful or hurtful to Alexander's rule?

Alexander was so busy trying to conquer more and more places that he was not able to give much **attention** to the places he had already taken over.<sup>18</sup> Instead, he left behind generals he trusted to rule for him in the areas he had conquered, or let the kings he had conquered continue to run their countries while reporting to him. Then Alexander moved on. Without more attention on his part, his grand plan never completely succeeded.<sup>19</sup>

19 What does *grand* mean?



← **Show image 12A-8: Alexander in India; soldiers facing elephants**

At the same time, Alexander began to claim, "I am one of the gods—for who but a god could do all that I have done?" It was around this time that people began to refer to him as "Alexander the Great." Probably he himself was the first one to say it. Always restless, he was never satisfied that he had done enough in his life.

Even conquering Persia did not satisfy him. "We'll continue east to India," he ordered.<sup>20</sup> Fighting over great distances and rugged mountains, Alexander's soldiers reached northern India, where they found themselves facing a strong Indian army that featured a terrible new threat.<sup>21</sup>

20 (Show India on a world map or globe.)

21 What do you think this new threat was? Do you think this new threat stopped Alexander's attack on India?

"What on earth is that thing?" one Macedonian soldier asked another.

“I don’t know,” replied his friend, “but I’ve never seen anything so big!”

In fact, the monsters they were facing were elephants, atop which rode Indian soldiers directing the huge beasts to attack and trample their enemies. Alexander ordered to the front of his army spearmen carrying spears twenty-one feet long. He told them, “Do not let those beasts get close enough to reach you!” With their usual confidence in Alexander, his men frightened off the elephants and won the battle.



← **Show image 12A-9: Army asking Alexander to take them home**

With northern India under control, Alexander and his army chopped down trees, made great wooden rafts, and rode them down the wide Indus River into central India. But when the soldiers heard that Alexander intended to conquer the rest of India, for the first time they refused to obey him.<sup>22</sup> Men who had been with him from the start explained, “We have marched by your side and fought as brothers under your command for thirteen years. We are far from Macedonia. Please, take us home.” Alexander could not deny his men this request, so they turned around for home.

22 Why do you think the men refused to obey Alexander?

23 Do you really think Alexander thought he was a god? Why or why not?

24 What do you think is going to happen to Alexander?

That is when Alexander discovered that he was not a god.<sup>23</sup> At only thirty-three years old, Alexander had lived through enough adventures for a hundred lifetimes, and had worn out the energetic body he had built to such strength as a youngster. He fell ill, still many miles from home.<sup>24</sup>



← **Show image 12A-10: Alexander dying, his generals gathered around him**

Alexander lay dying in his large travel tent. His generals gathered around him, each hoping to become king and rule Alexander’s great empire after his death. They asked, “To which of us do you leave your empire?”

He laughed and answered, “To the strongest!” Then he closed his eyes and died. He had laughed because he knew what would happen next, and he turned out to be right. Fighting for control of his empire, his men would break it into pieces. None of them would match his record as the mightiest conqueror of all.



← **Show image 12A-11: Statue of Alexander the Great**

25 So did Alexander obtain the undying fame he hoped to achieve?

As a result, he would never be forgotten. He would always be remembered as Alexander the Great.<sup>25</sup>

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What was Alexander the Great's goal in life? (to have undying fame as a great hero)
3. For what accomplishment is Alexander the Great remembered and named? (He created the largest empire in the world during his time.)
4. Legend said that only the person who untied the Gordian Knot would rule Asia. What did Alexander do with the Gordian Knot? (He didn't try to untie it but simply used his sword to cut it in half.) Did he go on to rule Asia? (yes) How do you think the priests felt about what he did? (Answers may vary.)
5. What large animals confronted Alexander's army in India? (elephants) Did Alexander's army retreat when they saw the elephants? (no)
6. Who took over Alexander the Great's empire when he died? (Many of the men fought for the position, but no one was able to match Alexander's success as the mightiest conqueror of his time.)
7. The read-aloud told us that Alexander was too busy trying to conquer more and more places to give much attention to the places he had already taken over. Who taught Alexander the importance of observation, or attention? (Aristotle) Do you think Alexander forgot about the importance of this skill? How did this affect his ability to be a good leader? (Answers may vary.)

8. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask “What do you think was Alexander the Great’s greatest adventure?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

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**Word Work: Invader****(5 minutes)**

1. In the read-aloud, we heard that the elderly priests smiled at the young Greek *invader*.
2. Say the word *invader* with me.
3. An invader is a person who enters a place by force, such as a country in order to conquer it.
4. Alexander the Great became a famous invader of the Persian Empire.
5. Have you ever heard of someone who was an invader? Try to use the word *invader* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was an invader.”)
6. What’s the word we’ve been talking about? What part of speech is the word *invader*?

Use a *Word Parts* activity for follow-up. Tell the students that the 'er' ending is often added to a word to name the person or thing that does the action. For example, an invader is a person who invades; a reader is a person who reads. Directions: I will name a person or thing. Think about the word you hear before the 'er' ending to help you name what the person or thing does.

1. teacher (teaches)
2. flyer (flies)
3. writer (writes)
4. gardener (gardens)
5. painter (paints)



**Complete Remainder of the Lesson Later in the Day**

# 12B

## Alexander the Great, Part II



### Extensions

20 minutes

#### Map of Alexander the Great's Empire (Instructional Master 12B-1)

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Remind students that Alexander the Great was a famous invader who fought many battles and won many victories that increased the size of his empire. Give each student a copy of Instructional Master 12B-1. Tell students that this map shows the many regions that composed the empire of Alexander the Great. Help students interpret the map to answer the following questions:

- What does the shaded area stand for on the map? (the empire of Alexander the Great)
- Alexander's empire included parts of which continents? (Europe, Africa, and Asia)
- Which area of land that you have learned about was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered? (the area that Alexander the Great conquered) (You may wish to show students Poster 1 and this map to compare the two areas.)

Have students write a complete sentence to answer each question on the worksheet.

#### Narrative Paragraph: Edit (Instructional Masters 10B-1, 11B-1)

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(Note: You may wish to prepare a simple editing checklist in advance to use for this exercise. Make sure to include basics, such as using commas between things in a list, capital letters at the beginning of their sentences, and punctuation at the end. You may wish to also include a specific grammar concept students are currently learning about in class.)

Tell students that together they are going to edit the narrative paragraph you have written as a class. Explain that this means they are going to read the paragraph to check for any mistakes and to make sure they have said everything they wanted or needed to say. Allow students to share any mistakes they see, what they like about the paragraph, and what changes they may suggest. After editing, rewrite the paragraph onto chart paper, a chalkboard, or a whiteboard. Read the final narrative paragraph aloud to the class.

**Note:** You may wish to have some students use the editing checklist you prepared to complete this exercise on their own.

# PP2

## *Pausing Point 2*



### **Note to Teacher**

This is the end of the read-alouds about the ancient Greek civilization. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### **Core Content Objectives Up to This Pausing Point**

Students will:

- Define the term *civilization*
- Understand the significance of the battle of Marathon
- Describe how the contributions of the ancient Greek civilization have influenced the present
- Understand the significance of the battle of Thermopylae
- Describe the city-state Sparta and the Spartan way of life
- Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece
- Describe the accomplishments of Alexander the Great

# Activities

## Using a Map

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**Materials: The Ancient Greek Civilization Posters 1 and 2; world map or globe**

Have a volunteer point out the area of ancient Greece on a world map or globe. Using Poster 1, review the geography of ancient Greece and the surrounding areas, including the plain of Marathon, the area of Macedonia, the empire of Persia, and the continents of Europe and Asia. Using Poster 2, review the geography and routes of the second Persian war, including the Hellespont channel, the mountain pass of Thermopylae, the island of Salamis, and the areas of Greek resistance. Have students talk about these locations and their importance to the ancient Greek civilization.

## Civilization Chart

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**Materials: Civilization Chart created in previous lessons; Instructional Master 1B-1; drawing paper, drawing tools**

[Note: Make sure to save The Ancient Greek Civilization Chart for future reference, as it will also be used in the *Grade 2 Greek Myths* domain.]

Review with students the five components of the ancient Greek civilization that they have learned about: Jobs, City-States, Leaders, Religion, and Contributions. Ask students what they see in the images and what they remember about each component. Have students form five groups. Assign one column to each group and have them draw a picture and write a sentence about the images in that column. Allow the groups to share their drawings and sentences with the class.

Note: You may wish to have some students complete Instructional Master 1B-1 on their own if they have not done so already.

## Image Review

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Show the images from any read-aloud again and have students retell the read-aloud using the images.

## Image Card Review

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### **Materials: Image Cards 1–25**

In your hand, hold Image Cards 1–25 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the modern marathon, a student may pretend to be an Olympic runner like the messenger Pheidippides who ran for the Greek army. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

## Domain-Related Trade Book or Student Choice

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### **Materials: Trade book**

Read an additional trade book to review a particular event; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

## You Were There

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Have students pretend that they lived back in the time of ancient Greece. They may wish to be at a dinner party with Socrates, an observer watching young Alexander riding Bucephalus, or a soldier seeing an elephant for the first time. Ask students to describe what they see and hear. For example, for the dinner party with Socrates, students may talk about speaking with political leaders, eating delicious food, or seeing famous Greek actors, etc. They may talk about hearing the stories of Socrates, or people laughing and engaged in philosophical debates. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters who have conducted an interview with Socrates and have them write a group news article describing his thoughts.

## Key Vocabulary Brainstorming

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### Materials: Chart paper

Give the students a key domain concept or vocabulary word such as *philosophers*. Have them brainstorm everything that comes to mind when they hear the word, such as *knowledge, questions, enlightenment, students, academy*, etc. Record their responses on a piece of chart paper for reference.

## Riddles for Core Content

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Ask the students riddles such as the following to review core content:

- I am the location of a battle during which Pheidippides was ordered to run as fast as he could to get help from the people of Sparta and then again twenty-six miles to announce victory in Athens. What am I? (Marathon)
- I was used to help King Xerxes transport thousands of Persian soldiers into Greece. What am I? (floating ship bridge)
- I was a great philosopher who lived very simply and always asked questions. Who am I? (Socrates)
- I was a great philosopher who opened a school called “The Academy.” Who am I? (Plato)
- I was a great philosopher who believed in balance and whose studies in science are still used today. Who am I? (Aristotle)
- I was tamed by Alexander the Great as young boy. What am I? (a horse named Bucephalus)
- I became famous for the many areas I conquered. Who am I? (Alexander the Great)
- We are very large animals that confronted Alexander the Great and his men in India. What are we? (elephants)

## **Class Book: The Ancient Greek Civilization**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain. Have the students brainstorm important information about the battles of Marathon and Thermopylae, the Greek philosophers, and Alexander the Great. Have each student choose one idea to draw a picture of and write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Writing Prompts**

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### **Materials: Writing paper**

Students may be given an additional writing prompt such as:

- Alexander the Great received this name because . . .
- A modern day marathon is a tribute to Pheidippides because . . .
- If I could meet one of the great philosophers from ancient Greece, I would want to meet . . .

## **Venn Diagram**

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### **Materials: Instructional Master PP2-1**

Tell students that you are going to use a Venn diagram to compare and contrast some of the things they have learned thus far about the ancient Greeks. Remind them that to compare is to tell how people or objects are similar and to contrast is to tell how people or objects are different.

Write the following list on a whiteboard or piece of chart paper. Have students choose something from the list to compare and contrast. If they choose the philosophers, you may wish to have them either compare and contrast two of the philosophers, or create a three-circle diagram to compare and contrast all three philosophers. You may wish to have students complete Instructional Master PP2-1 individually, in groups, or as a class.

- the Greeks and the Persians
- the battle of Marathon and the battle of Thermopylae
- Pheidippides and an Olympian runner
- the philosophers of ancient Greece: Socrates, Plato, and Aristotle
- Persian kings Darius and Xerxes
- Pericles and Alexander the Great
- the area of ancient Greece and the area Alexander the Great conquered

### Honey Fritters

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**Materials: (for four fritters) 4 oz. plain flour; 1/3 pint water; 2 tablespoons honey; 1 teaspoon sesame seeds; olive oil; baking supplies**

Prompt students to recall that the ancient Greeks grew olive trees in groves as an important part of their farming and trade. Remind students that the rugged terrain of Greece did not make farming easy for the ancient Greeks, but that they were able to grow olive trees in groves because they are hardy and able to grow in difficult environments. Tell students that many groves of olive trees still grow in Greece today.

Two food benefits of the olive tree were olives and olive oil for cooking. Tell students that the ancient Greeks ate healthy foods, but also enjoyed pastries cooked in olive oil and sweetened with honey. You may wish to make these honey fritters as a class or at home. (Note: Make sure to follow your own school's policy in terms of bringing food to the classroom.)

1. Slowly add the water to the flour in a bowl, stirring as you add it so it does not get lumpy.
2. Stir in a spoonful of honey.
3. Heat 2 tablespoons of oil on medium heat in a frying pan. Pour in  $\frac{1}{4}$  of the mixture when the oil is hot.
4. Wait until the mixture thickens, then turn it over. Do this two or three times until the fritter is brown on both sides.

5. Make three more fritters in the same way.
6. Pour the rest of the honey over the fritters and sprinkle with sesame seeds.

Note: This recipe is from the recommended trade book *Life in Ancient Athens*, by Jane Shuter.

## **Dinner Party**

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### **Materials: White bedsheets, various foods from Greece**

Tell students that they are going to have a “dinner party.” Have students bring in a white bedsheet to wear over their clothes like the tunics worn by the ancient Greeks. Remind students that many Greek men, including Socrates and the other philosophers, gathered together at dinner parties to eat and drink and talk about philosophy and other topics.

Have students talk about the Olympic Games, the gods and goddesses, and other topics the ancient Greeks would have discussed while they drink grape juice and eat grapes, raisins, figs, honey fritters, and other foods from ancient Greece.

# DA

## Domain Assessment



This domain assessment evaluates each student's retention of the core content targeted in *The Ancient Greek Civilization*.



### Domain Assessment

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Note: You may choose to have students do this assessment in three sittings. For Part III you may also wish to have the students answer two questions in one sitting, and three questions in another sitting.

#### ***Part I (Instructional Master DA-1)***

Directions: Let's read the names in each row together. I will read a sentence about one of the figures you have learned about related to the ancient Greek civilization. You will circle the name of the figure I am describing.

1. In ancient Greek religion, I am the king of all the gods and goddesses on Mount Olympus. (Zeus)
2. According to a Greek legend, the Greek city-state of Athens was named after me after I offered the Athenians the gift of the olive tree. (Athena)
3. I received my name because I conquered so many areas during my lifetime. (Alexander the Great)
4. I was a philosopher who lived in ancient Greece and asked a lot of questions. (Socrates)

**Part II (Instructional Master DA-2)**

Directions: I will read a sentence about the ancient Greek civilization. If the sentence is true, you will circle the 'T.' If the sentence is false, or not true, you will circle the 'F.'

1. The largest Greek island in the Aegean Sea is Thermopylae. (F)
2. The ancient Greeks believed that Mount Olympus was the home of the most powerful gods and goddesses. (T)
3. The Olympic Games were first held on the island of Crete and were contests for the ancient Greek philosophers to compete in. (F)
4. Women were allowed to be a part of the government in the city-states of Sparta and Athens. (F)
5. The city-state of Athens is considered the birthplace of democracy. (T)
6. Democracy is a way of ruling that gives all of the power to the king. (F)
7. In Athens, boys were educated in school, but girls were educated at home. (T)
8. The Parthenon was a temple in Athens dedicated to the goddess Athena. (T)
9. We use the word *marathon* today to describe a long-distance race because of the long distance Pheidippides ran after the battle between the Greeks and the Persians. (T)
10. Socrates, Plato, and Aristotle were considered great philosophers of ancient Persia. (F)
11. The larger army of the Persians attacked the Greeks at Thermopylae, but the Greeks used their strategy to win. (T)
12. As a young boy, Alexander the Great never learned how to ride a horse, so he fought all his battles on foot. (F)

***Part III (Instructional Master DA-3)***

Directions: Write one or two complete sentences to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. Choose one of the Greek gods or goddesses you have learned about, and write about a particular power or skill s/he was believed to possess.
2. What are some contributions that the ancient Greeks gave to the rest of the world?
3. If you could meet one of the people you learned about, whom would you choose? Why?
4. How were Sparta and Athens similar? How were they different?
5. What was the most interesting thing you learned about the ancient Greek civilization?

**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*





*Directions: Draw a picture and/or write about what you have learned about each of these components of the ancient Greek civilization.*

<b>The Ancient Greek Civilization Chart</b>	
<b>Jobs</b>	<b>City-States</b>
<b>Leaders</b>	<b>Religion</b>

## The Ancient Greek Civilization Chart

### Contributions



Dear Parent or Guardian,

During the next couple of weeks, your child will learn about the ancient Greek civilization, a group of people whose contributions can be seen in many areas of our lives today, specifically in our government of democracy. Your child will be introduced to the geography, gods and goddesses, and various jobs of this civilization. S/he will also learn about the city-states of Sparta and Athens and the very first Olympic Games held in honor of Zeus. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the ancient Greek civilization over the next few days.

### 1. Draw and Write

Have your child draw and/or write about what s/he has learned about the ancient Greek civilization, such as the gods and goddesses who were believed to live on Mount Olympus, or the first Olympic Games. Ask questions to help your child use the vocabulary learned at school.

### 2. Sayings and Phrases: Where There's a Will, There's a Way

Your child will be learning the saying, "Where there's a will, there's a way." Talk with your child about its meaning. Share moments in your life when you or someone you know has accomplished something because of great determination.

### 3. Words to Use

Below is a list of some of the words that your child will be using and learning about. Try to use these words as they come up in everyday speech with your child.

- *rugged*—Although the *rugged* terrain of ancient Greece made farming difficult, the olive tree was one hardy plant the Greeks were able to grow in abundance.
- *massive*—The ancient Greeks imagined that the god of the sea, Poseidon, was *massive* in size and strength, for they believed he could make the earth quake and the waves crash upon the shore.
- *grove*—The ancient Greeks believed that at the request of the goddess Athena, the goddess Demeter made each *grove* of olive trees grow strong for the Athenians.

- *sacred*—The city of Olympia was a *sacred* place because the ancient Greeks gathered there to honor the gods with their games and worship.
- *self-discipline*—The people of Sparta were known for their *self-discipline*, for they spent their lives training for battle and did not allow themselves any luxuries.

#### **4. Read Aloud Each Day**

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to *The Ancient Greek Civilization* that may be found at the library.

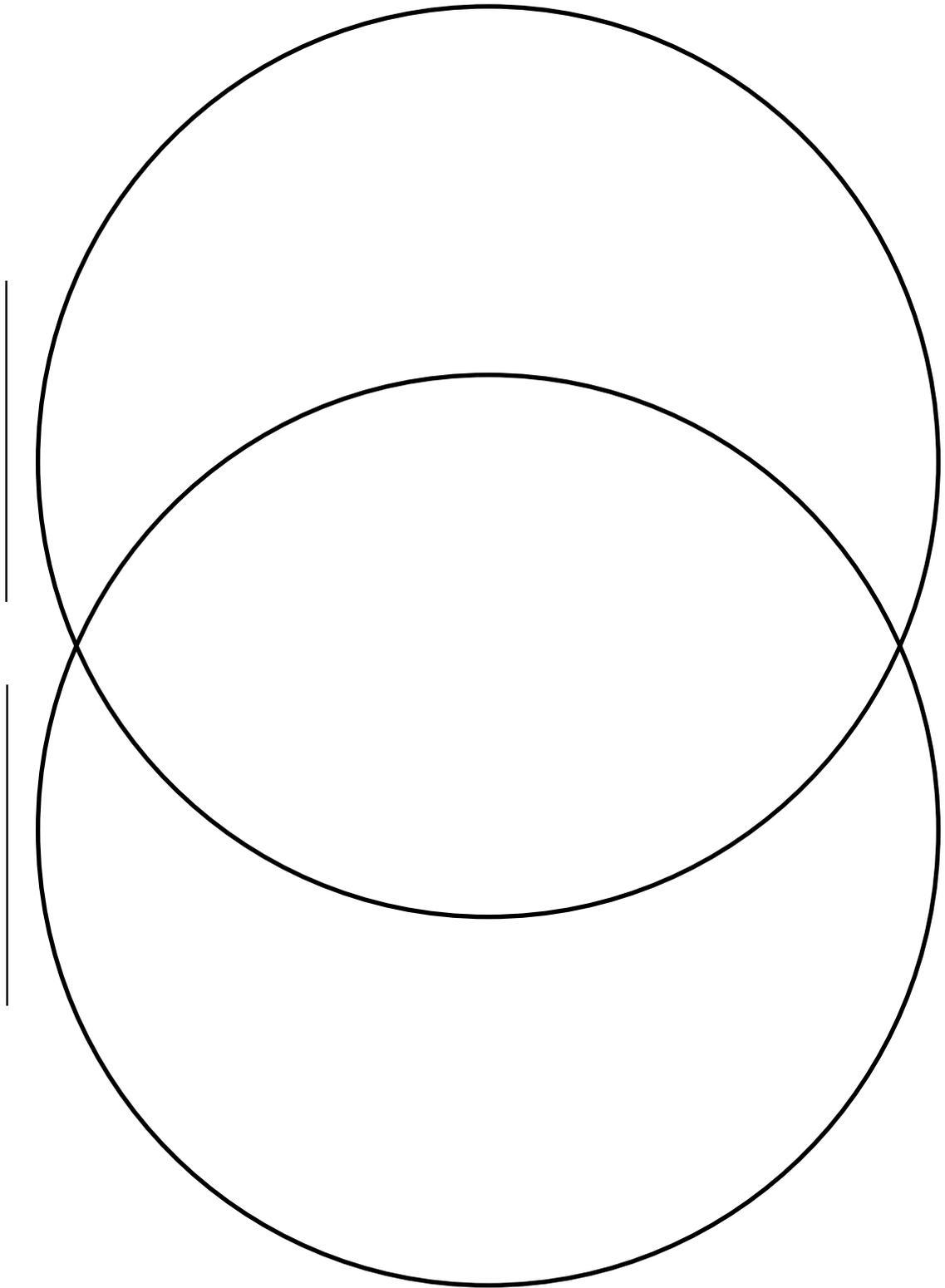
Be sure to praise your child whenever s/he shares what has been learned at school.

## **Recommended Trade Books for The Ancient Greek Civilization**

1. *Adventures in Ancient Greece (Good Times Travel Agency)*, by Linda Bailey (Kids Can Press, 2002) ISBN 1550745368
2. *Ancient Greece*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050166
3. *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics*, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2004) ISBN 0375823786
4. *The Gods and Goddesses of Olympus*, by Aliki (HarperCollins, 1994) ISBN 0064461894
5. *Hour of the Olympics (Magic Tree House, No. 16)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1998) ISBN 0679890629
6. *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece*, by Fiona Macdonald (Kingfisher Publications, 1997) ISBN 0753450569 (Note: This book contains partial nudity.)
7. *The Librarian who Measured the Earth*, by Kathryn Lasky (Little, Brown and Company, 1994) ISBN 0316515264
8. *Life in a Greek Trading Post*, by Jane Shuter (Heinemann Library, 2005) ISBN 1403464510
9. *Life in Ancient Athens*, by Jane Shuter (Heinemann Library, 2005) ISBN 1403464502
10. *Parthenon*, by Lynn Curlee (Atheneum Books for Young Readers, 2004) ISBN 0689844905 (Note: This book contains partial nudity.)
11. *Wise Guy: The Life and Philosophy of Socrates*, by M. D. Usher and pictures by William Bramhall (Farrar Straus Giroux, 2005) ISBN 0374312494



*Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the circle for each topic.*





Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	





Dear Parent or Guardian,

I hope your child has enjoyed learning about the ancient Greek civilization. Over the next several days, s/he will learn more about the contributions of this civilization, as well as the significance of the battles of Marathon and Thermopylae. S/he will also be introduced to the Greek philosophers Socrates, Plato, and Aristotle, and to the conqueror Alexander the Great. Your child will also write a narrative “You Were There” paragraph describing his or her life as an ancient Greek. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the ancient Greek civilization.

### 1. Draw and Write

Have your child draw and/or write about what s/he learned about the ancient Greek civilization, such as Pheidippides’ marathon run or the Greek philosophers. Ask questions to help your child use the vocabulary learned at school.

### 2. Sayings and Phrases: Practice What You Preach

Your child will be learning the saying, “Practice what you preach.” Talk with your child about its meaning. Share moments in your life when you have looked up to someone who has lived their life in the same way that they have told others they should live.

### 3. Words to Use

Below is a list of some of the words that your child has been using and learning about. Try to use these words as they come up in everyday speech with your child.

- *marathon*—The ancient Greeks honored Pheidippides for his twenty-six-mile *marathon* run.
- *channel*—Swimming through the cold waters of the English *Channel* has been a challenge for many long-distance swimmers.
- *philosopher*—Socrates was known as a famous Greek *philosopher*.
- *ambitious*—Alexander the Great was an *ambitious* leader who had a strong desire for success.
- *flung*—The Olympian champion *flung* his disc farther than anyone else.

#### **4. Read Aloud Each Day**

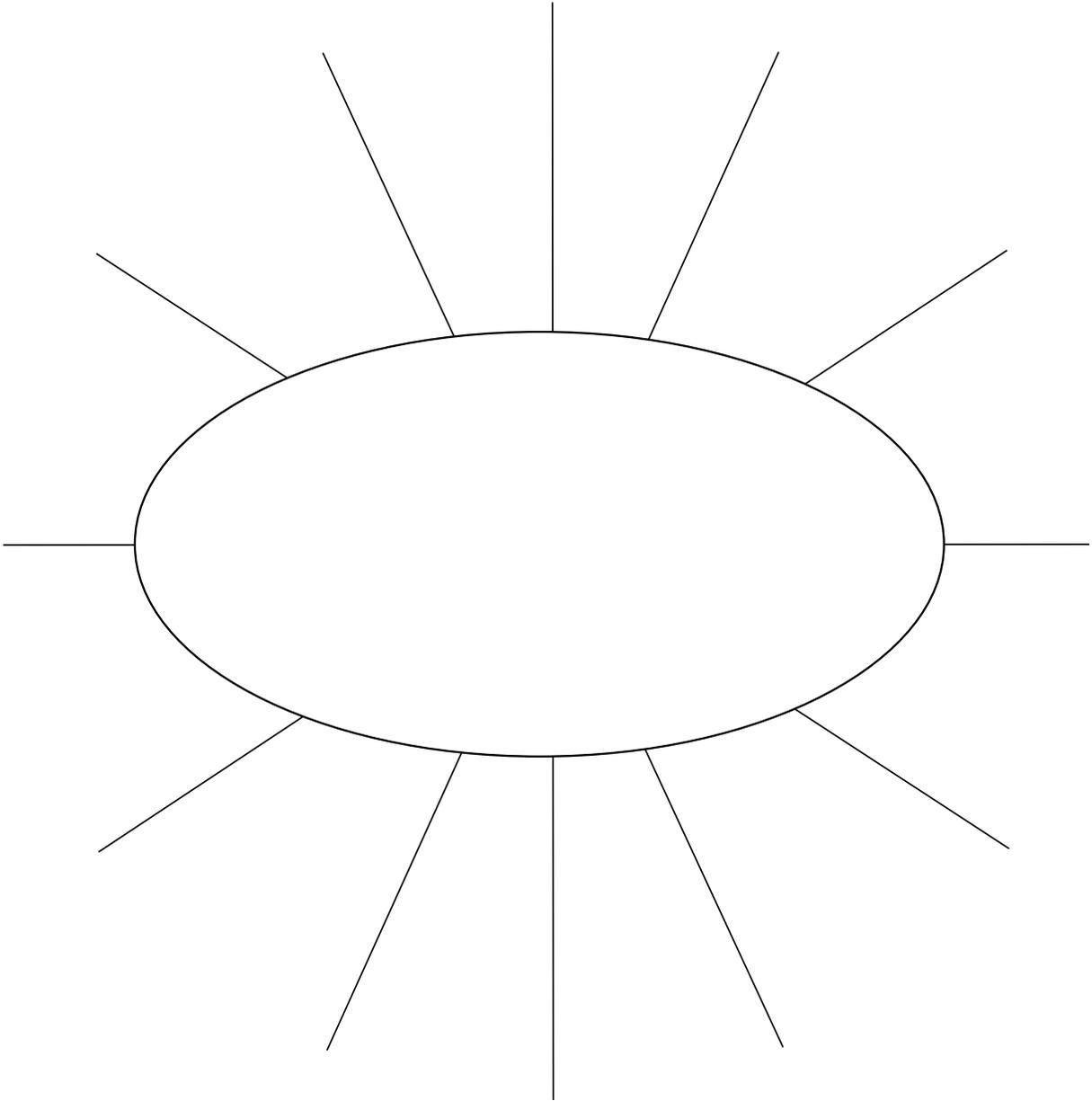
It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Remember to use the recommended trade book list sent with the first parent letter.

Be sure to praise your child whenever s/he shares what has been learned at school.





*Directions: Write the character you chose who lived in ancient Greek times in the center oval (Spartan boy, Athenian girl, seafarer from Crete, etc.). On the spokes coming out of the oval, write everything that comes to mind about who your character is, where s/he lives, and what s/he experiences every day.*

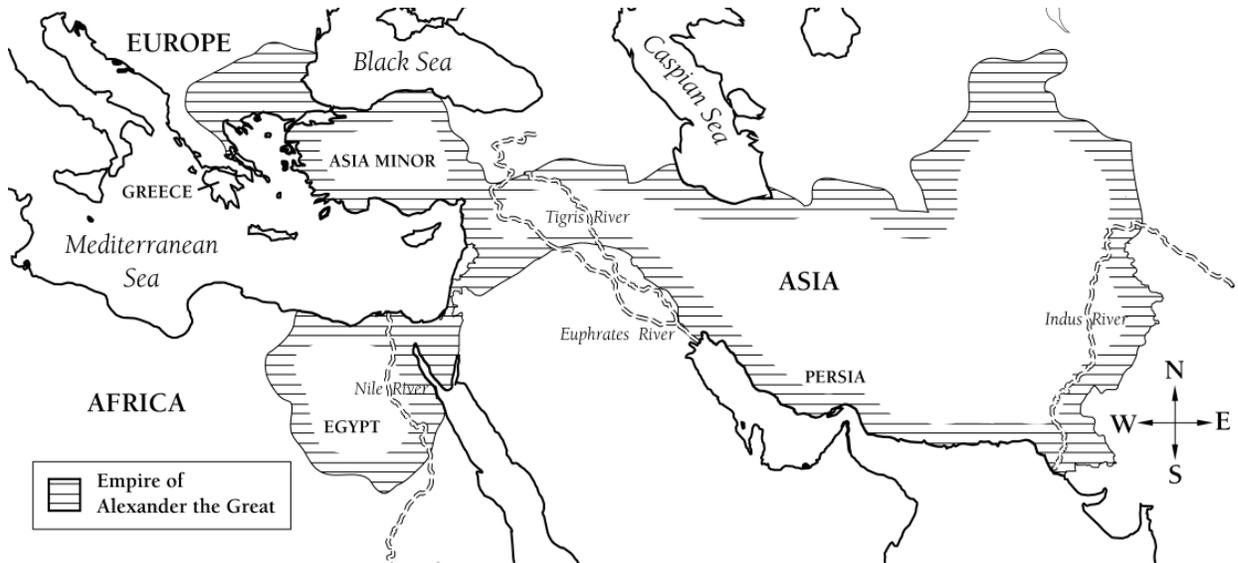




*Directions: Write the introductory sentence for your paragraph in the first rectangle. Write the three supporting details in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.*



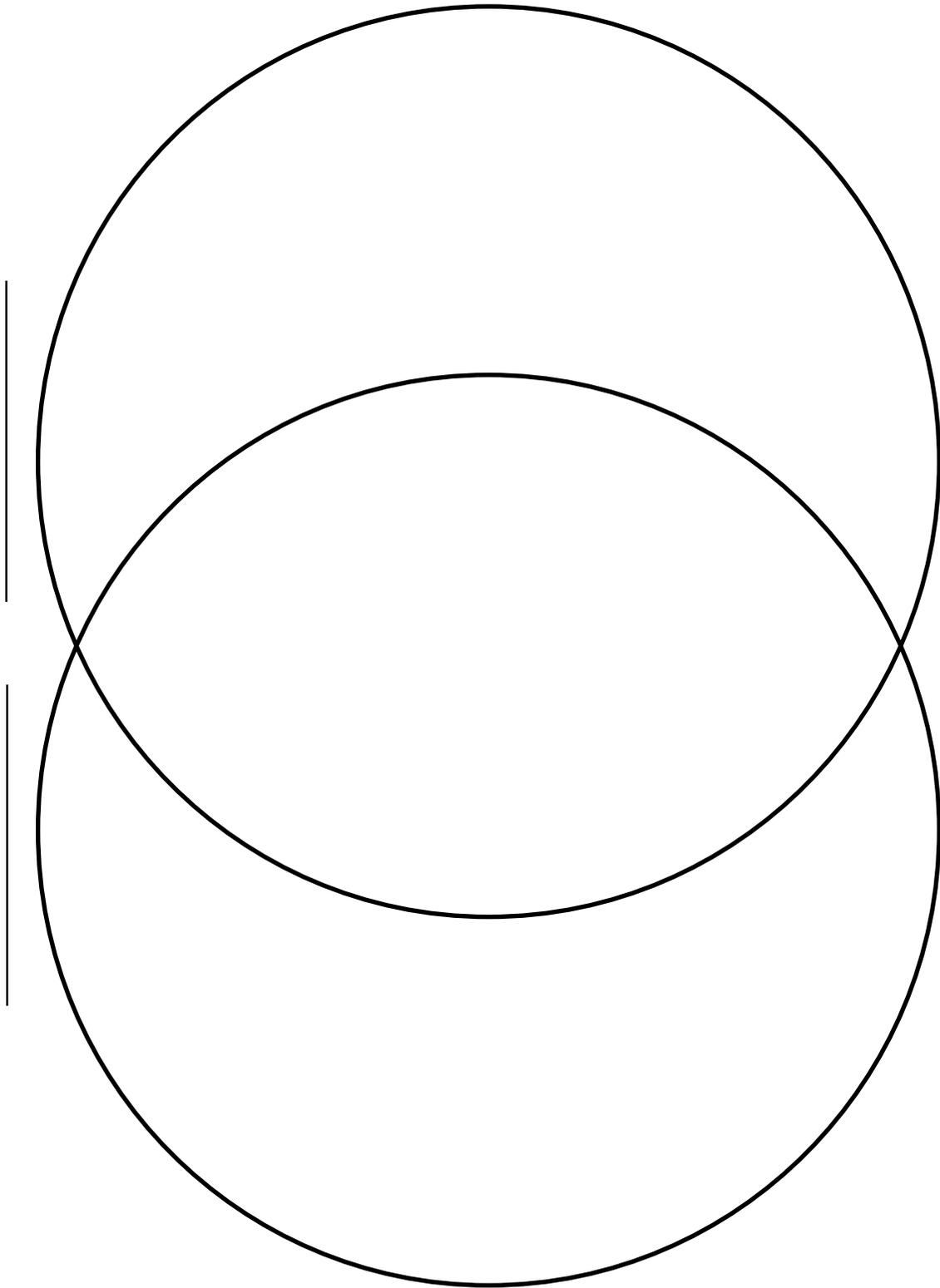

Directions: Use the map and the information you have learned from the read-alouds to answer the questions.



1. What does the shaded area stand for on the map?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Alexander's Empire included parts of which continents?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Which area of land that you have learned about was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered?  
 \_\_\_\_\_  
 \_\_\_\_\_



*Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the circle for each topic.*





Directions: Listen to each sentence read by the teacher. Then listen to the three names in each row. Circle the name of the person the teacher has described.

1. Athena Zeus Apollo

2. Zeus Hermes Athena

3. Aristotle Alexander the Great Plato

4. Socrates Plato Aristotle



Directions: Listen to each sentence read by the teacher. Then listen to the three names in each row. Circle the name of the person the teacher has described.

1. Athena

Zeus

Apollo

2. Zeus

Hermes

Athena

3. Aristotle

Alexander the Great

Plato

4. Socrates

Plato

Aristotle



Directions: Listen to the sentence read by the teacher. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false.

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

8. T F

9. T F

10. T F

11. T F

12. T F

---

Directions: Listen to the sentence read by the teacher. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false.

1.

T

 F

2.

 T

F

3.

T

 F

4.

T

 F

5.

 T

F

6.

T

 F

7.       T                       F

8.       T                       F

9.       T                       F

10.     T                       F

11.      T                       F

12.     T                       F

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*Directions: Listen to your teacher read each sentence. Think about the answer to the question. Write one or two complete sentences to answer each question.*

1. Choose one of the Greek gods or goddesses you have learned about, and write about a particular power or skill s/he was believed to possess.

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2. What are some contributions that the ancient Greeks gave to the rest of the world?

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3. If you could meet one of the people you learned about, whom would you choose? Why?

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4. How were Sparta and Athens similar? How were they different?

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5. What was the most interesting thing you learned about the ancient Greek civilization?

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