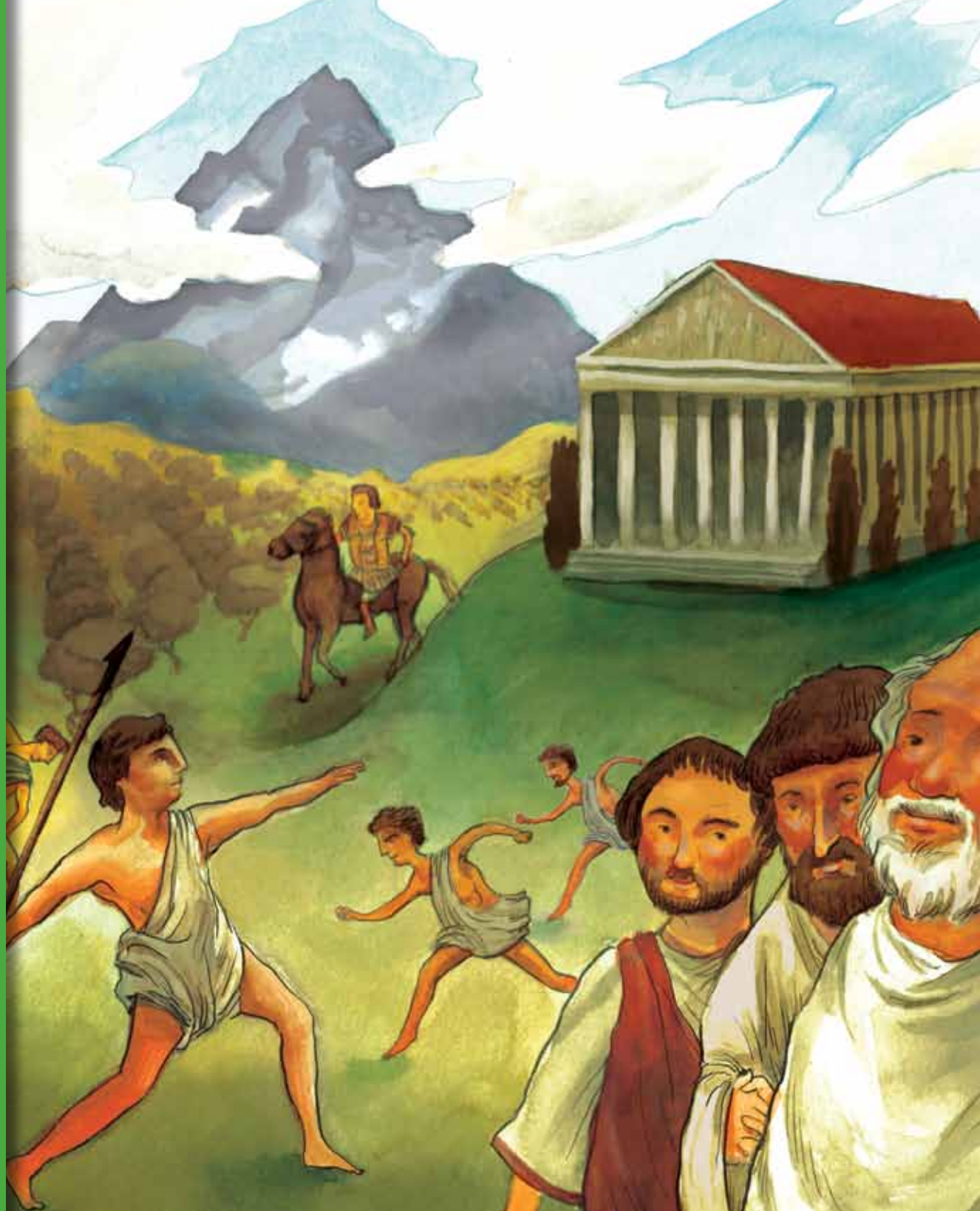


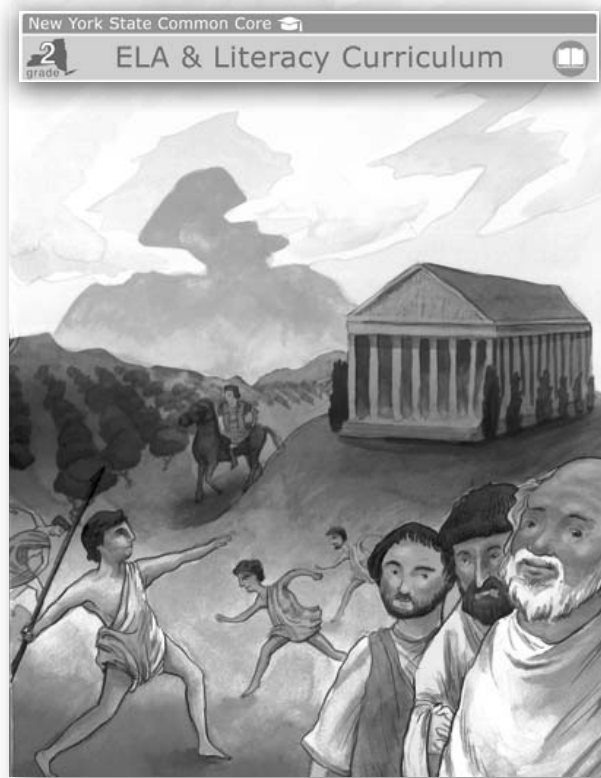


# The Ancient Greek Civilization

## Tell It Again!™ Read-Aloud Anthology







# The Ancient Greek Civilization

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**GRADE 2**

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for The Ancient Greek Civilization

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for The Ancient Greek Civilization

### Lesson

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Core Content Objectives</b>   |   |   |   |   |   |   |   |   |   |    |    |    |
| 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 development                       | ✓ |   |   |   |   |   |   |   |   |    |    |    |
| Define the term <i>civilization</i>  | ✓ |   |   | ✓ |   |   | ✓ | ✓ | ✓ | ✓  | ✓  |    |
| Define the term <i>city-state</i>  | ✓ |   | ✓ |   | ✓ |   |   |   |   |    |    |    |
| Explain 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                                   |   |   |   |   | ✓ |   |   |   | ✓ |    |    |    |
| Explain that Athens is named after the goddess Athena  |   |   |   |   |   | ✓ |   |   |   |    |    |    |
| Describe the city-state Athens   |   |   |   |   |   | ✓ | ✓ |   |   |    |    |    |
| Describe how Athenians worshipped Athena   |   |   |   |   |   | ✓ | ✓ |   |   |    |    |    |
| Explain what the Parthenon was   |   |   |   |   |   |   | ✓ |   |   |    |    |    |
| Define the term <i>democracy</i>   |   |   |   |   |   |   | ✓ |   |   |    |    |    |
| Identify Athens as the birthplace of democracy   |   |   |   |   |   |   | ✓ |   |   |    |    |    |

## Alignment Chart for The Ancient Greek Civilization

### Lesson

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|
| Explain how Athenian boys and girls were educated                                |   |   |   |   |   |   | ✓ |   |   |    |    |    |
| Explain that women did not have as many rights as men in Greek society           |   |   |   |   |   |   | ✓ |   |   |    |    |    |
| Compare/contrast life in Sparta and Athens                                       |   |   |   |   |   |   | ✓ |   |   |    |    |    |
| Explain 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                              |   |   |   |   |   |   |   |   |   |    | ✓  | ✓  |

## Reading Standards for Literature: Grade 2

### Key Ideas and Details

| STD RL.2.2   | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.          |  |   |   |  |  |  |  |  |  |  |  |  |
|--------------|--|--|---|---|--|--|--|--|--|--|--|--|--|
| CKLA Goal(s) | Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral |  | ✓ | ✓ |  |  |  |  |  |  |  |  |  |

## Reading Standards for Informational Text: Grade 2



### Key Ideas and Details

| STD RI.2.1   | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| CKLA Goal(s) | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud |  |  |  |  |  |  |  |  |  |  |  |  |
|              | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships           |  |  |  |  |  |  |  |  |  |  |  |  |



**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

| The Ancient Greek Civilization                |  | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|---|---|---|---|---|---|---|---|----|----|----|
| Craft and Structure                           |  |   |   |   |   |   |   |   |   |   |    |    |    |
| STD RI.2.4                                    | Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.  |   |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)                                  | Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions   |    |   |   |   |   |   |   |   |   |    |    |    |
| Integration of Knowledge and Ideas            |  |   |   |   |   |   |   |   |   |   |    |    |    |
| STD RI.2.7                                    | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  |   |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)                                  | Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud                             | ✓   | ✓ |   |   |   | ✓ |   |   |   |    |    | ✓  |
| STD RI.2.8                                    | Describe how reasons support specific points the author makes in a text.   |   |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)                                  | Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud  |   |   |   |   |   |   |   |   |   | ✓  | ✓  | ✓  |
| STD RI.2.9                                    | Compare and contrast the most important points presented by two texts on the same topic.   |   |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)                                  | Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds   | ✓   |   | ✓ | ✓ |   |   | ✓ |   |   |    |    |    |
| Range of Reading and Level of Text Complexity |  |   |   |   |   |   |   |   |   |   |    |    |    |
| STD RI.2.10                                   | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |   |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)                                  | Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4   |  |   |   |   |   |   |   |   |   |    |    |    |

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

|   |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Writing Standards: Grade 2</b>             |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Text Types and Purposes</b>                |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD W.2.1</b>                              | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.                |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                           | Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section |   |   |   |   |   |   | ✓ |   |   |    |    |    |
| <b>STD W.2.3</b>                              | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                           | Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure |   |   |   |   |   |   |   |   |   | ✓  | ✓  | ✓  |
| <b>Production and Distribution of Writing</b> |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD W.2.5</b>                              | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                           | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing   |   |   |   |   |   |   |   |   |   | ✓  | ✓  | ✓  |

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|--|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Research to Build and Present Knowledge</b>   |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD W.2.7</b>                                 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                              | Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)   |   |   |   |   |   |   |   |   |   | ✓  | ✓  | ✓  |
| <b>STD W.2.8</b>                                 | Recall information from experiences or gather information from provided sources to answer a question.  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                              | Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds                  |   |   |   | ✓ | ✓ |   | ✓ |   |   |    | ✓  |    |
|  | With assistance, categorize and organize facts and information within a given domain to answer questions   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  |    |
| <b>Speaking and Listening Standards: Grade 2</b> |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Comprehension and Collaboration</b>           |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD SL.2.1</b>                                | Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD SL.2.1a</b>                               | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).        |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                              | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD SL.2.1b</b>                               | Build on others’ talk in conversations by linking their comments to the remarks of others.   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                              | Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age |   |   |   |   |   |   |   |   |   |    |    |    |

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|--|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>STD SL.2.1c</b>                         | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                        | Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud  |   |   |   |   |   | ✓ |   |   |   |    |    |    |
| <b>STD SL.2.2</b>                          | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                        | Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud   |   |   |   |   |   | ✓ |   |   |   |    |    |    |
|  | Summarize (orally or in writing) text content and/or oral information presented by others  |   | ✓ | ✓ |   |   |   |   | ✓ |   |    |    |    |
| <b>STD SL.2.3</b>                          | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                        |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                        | Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information or deepen understanding of a topic or issue |   |   |   |   |   |   |   |   | ✓ | ✓  |    |    |
| <b>Presentation of Knowledge and Ideas</b> |  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD SL.2.4</b>                          | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                        | Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences   |   |   |   | ✓ |   |   |   |   |   |    |    |    |
| <b>STD SL.2.5</b>                          | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.      |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                        | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings       | ✓ |   |   |   |   |   |   | ✓ |   |    |    |    |

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

|                                       |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>STD SL.2.6</b>                     | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)                         |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                   | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Language Standards: Grade 2</b>    |   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Vocabulary Acquisition and Use</b> |   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD L.2.4</b>                      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD L.2.4b</b>                     | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).                                   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                   | Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions  | ✓ |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD L.2.4c</b>                     | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                   | Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions  |   |   |   |   |   |   |   |   |   |    |    | ✓  |
| <b>STD L.2.5</b>                      | Demonstrate understanding of word relationships and nuances in word meanings.   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>STD L.2.5a</b>                     | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>CKLA Goal(s)</b>                   | Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )  |   |   |   |   |   |   |   |   |   |    |    |    |
|                                       | Provide synonyms and antonyms of selected core vocabulary words   | ✓ |   |   |   | ✓ |   |   |   |   |    |    |    |
|                                       | Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions                              |   |   |   |   | ✓ |   |   |   | ✓ |    |    |    |

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

| The Ancient Greek Civilization  |   | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|--------------|---|---|---|---|---|---|---|---|----|----|----|
| STD L.2.5b  | Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).  |              |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)  | Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> )   |              |   |   |   |   |   |   |   | ✓ |    |    |    |
| STD L.2.6   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). |              |   |   |   |   |   |   |   |   |    |    |    |
| CKLA Goal(s)  | Learn the meaning of common sayings and phrases   |              |   |   | ✓ |   |   |   |   |   | ✓  |    |    |
|   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )  | <div>✓</div> |   |   |   |   |   |   |   |   |    |    |    |
| Additional CKLA Goals   |   |              |   |   |   |   |   |   |   |   |    |    |    |
| Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic   |   |              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |
| Prior to listening to a read-aloud, orally predict what will happen based on images or text heard and then compare the actual outcome to the prediction |   |              | ✓ | ✓ |   |   | ✓ |   |   | ✓ |    | ✓  | ✓  |



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# 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. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 7. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than sixteen days total on this domain.**

| Week One                                  |   |  |   |   |  |                                       |
|---|---|--|---|---|--|---------------------------------------|
| Day 1                                     | # | Day 2  | # | Day 3   | Day 4                                    | Day 5                                 |
| Lesson 1A: “The Ancient Greeks” (40 min.) |   | Lesson 2A: “Mount Olympus, Part I” (40 min.) |   | Lesson 3A: “Mount Olympus, Part II” (40 min.) | Lesson 4A: “The Olympic Games” (40 min.) | Lesson 5A: “All for Sparta” (40 min.) |
| Lesson 1B: Extensions (20 min.)           |   | Lesson 2B: Extensions (20 min.)              |   | Lesson 3B: Extensions (20 min.)               | Lesson 4B: Extensions (20 min.)          | Lesson 5B: Extensions (20 min.)       |
| 60 min.                                   |   | 60 min.                                      |   | 60 min.                                       | 60 min.                                  | 60 min.                               |

| Week Two   |  |                         |     |                                 |   |   |
|--|--|-------------------------|-----|---------------------------------|---|---|
| Day 6  | Day 7  | Day 8                   | # ⓘ | Day 9                           | # | Day 10  |
| Lesson 6A: “Athens and the Olive Tree” (40 min.) | Lesson 7A: “Athens: The Birthplace of Democracy” (40 min.) | Pausing Point (60 min.) |     | Lesson 8A: “Marathon” (40 min.) |   | Lesson 9A: “Thermopylae: The Persians Strike Again” (40 min.) |
| Lesson 6B: Extensions (20 min.)                  | Lesson 7B: Extensions (20 min.)                            |                         |     | Lesson 8B: Extensions (20 min.) |   | Lesson 9B: Extensions (20 min.)                               |
| 60 min.  | 60 min.  | 60 min.                 |     | 60 min.                         |   | 60 min.   |

| Week Three   |   |  |   |                         |   |                             |    |
|--|---|--|---|-------------------------|---|-----------------------------|----|
| Day 11   | Day 12  | Day 13   | # | Day 14                  | # | Day 15                      | 10 |
| Lesson 10A: “The Great Thinkers of Greece” (40 min.) | Lesson 11A: “Alexander the Great, Part I” (40 min.) | Lesson 12A: “Alexander the Great, Part II” (40 min.) |   | Domain Review (60 min.) |   | Domain Assessment (60 min.) |    |
| Lesson 10B: Extensions (20 min.)                     | Lesson 11B: Extensions (20 min.)                    | Lesson 12B: Extensions (20 min.)                     |   |                         |   |                             |    |
| 60 min.  | 60 min.   | 60 min.  |   | 60 min.                 |   | 60 min.                     |    |

|                                     |          |
|-------------------------------------|----------|
| <b>Week Four</b>                    |          |
| <b>Day 16</b>                       | <b>#</b> |
| Culminating Activities<br>(60 min.) |          |
| 60 min.                             |          |

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

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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! Supplemental Guide* for *The Ancient Greek Civilization*
- *Tell It Again! Multiple Meaning Word Posters* for *The Ancient Greek Civilization*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr., and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517700

## Why The Ancient Greek Civilization Is Important

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

The content in this domain is reinforced through the fictional narrative writing genre.



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 domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The Ancient Greek Civilization*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

### ***Kings and Queens (Kindergarten)***

- 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
- Explain 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

### ***Early World Civilizations (Grade 1)***

- 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

- Explain how a leader is important to the development of a civilization
- Discuss how 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

### ***Early American Civilizations (Grade 1)***

- Identify that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Explain that the Aztec established a vast empire in central Mexico many, many years ago
- Identify by name the emperor of the Aztec, Moctezuma
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago

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

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The following list contains all of the core vocabulary words in *The Ancient Greek Civilization* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to 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.

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**Lesson 1**

boundaries  
contributions  
**independently**  
rugged  
unique

---

**Lesson 2**

delightfully  
longingly  
massive  
messenger  
**summoned**

---

**Lesson 3**

dedicate  
grove  
**mission**  
spectacle

---

**Lesson 4**

compete  
determination  
**grand**  
sacred  
victory

---

**Lesson 5**

conquest  
council  
discomfort  
**permanently**  
self-discipline

---

**Lesson 6**

blessing  
**ideal**  
ignite  
overjoyed  
swiftly

---

**Lesson 7**

achieve  
architecture  
assembly  
debated  
**democracy**

---

**Lesson 8**

avoid  
marathon  
mercy  
purposely  
**tribute**

---

**Lesson 9**

channel  
defeating  
deserted  
fate  
**prefer**

---

**Lesson 10**

affection  
astonishing  
**marvelous**  
philosopher  
proof

---

**Lesson 11**

ambitious  
devoted  
retreat  
**tame**

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**Lesson 12**

attention  
flung  
**invader**  
proclaimed

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## Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and six (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

*The Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTAs) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each

SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## ***Above and Beyond***

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In the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

## ***Supplemental Guide***

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-

meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for The Ancient Greek Civilization***

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### **Trade Books**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Ancient Greece*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050164
2. *Ancient Greece (DK Eyewitness Books)*, by Anne Pearson (DK Children, 2007) ISBN 978-0756630027
3. *Ancient Greece (True Books: Ancient Civilizations)*, by Sandra Newman (Children's Press, 2010) ISBN 978-0531241073
4. *Ancient Greece (Cultural Atlas for Young People)*, by Anton Powell (Chelsea House Publications, 2007) ISBN 978-0816068210
5. *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics*, by Mary Pope Osborne and Natalie Pope Boyce (Random House Books for Young Readers, 2004) ISBN 978-0375823787
6. *The Gods and Goddesses of Olympus*, by Aiki (HarperCollins, 1997) ISBN 978-0064461894

7. *The Greeks (Starting History)*, by Sally Hewitt (Smart Apple Media, 2008) ISBN 978-1599200453
8. *Hour of the Olympics* (Magic Tree House, No. 16), by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890621
9. *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece*, by Fiona Macdonald (Kingfisher Publications, 2012) ISBN 978-0753467053
10. *Life in a Greek Trading Port*, by Jane Shuter (Heinemann Library, 2005) ISBN 978-1403464514
11. *Life in Ancient Athens*, by Jane Shuter (Heinemann Library, 2005) ISBN 978-1403464507
12. *Tools of the Ancient Greeks: A Kid's Guide to the History & Science of Life in Ancient Greece*, by Kris Bordessa (Nomad Press, 2006) ISBN 978-0974934464

## Websites and Other Resources

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### **Student Resources**

1. Ancient Greek Gods  
<http://bit.ly/Z0qLRi>
2. Birmingham Museum and Art Gallery for Kids: Ancient Greece  
<http://bit.ly/VeuRIR>
3. Metropolitan Museum of Art  
<http://bit.ly/Wk46nP>
4. Socrates, Plato, and Aristotle  
<http://bit.ly/13qiNrS>

### **Teacher Resources**

5. Battle of Marathon  
<http://bit.ly/XnCFGV>
6. Sparta  
<http://bit.ly/Y81eYx>
7. The Parthenon  
<http://bit.ly/ZEI2Tk>



# The Ancient Greeks

# 1

## ✓ Lesson Objectives

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### 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 development
- ✓ Define the term *civilization*
- ✓ Define the term *city-state*

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Locate the island of Crete on a map of ancient Greece and explain that it is the largest island in the Mediterranean Sea (RI.2.7)
- ✓ Compare and contrast orally the characteristics of civilizations and the ancient civilizations they have already learned about (RI.2.9)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Draw a picture to represent information from “The Ancient Greeks” (SL.2.5)



- ✓ Determine the meanings of words, such as *independently*, by using the prefix 'in' (L.2.4b)
- ✓ Identify the correct usages of *independently* and *dependently* and explain that they are antonyms (L.2.5a)

## Core Vocabulary

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**boundaries, n.** Edges; real or imaginary lines that indicate a border or limit  
*Example:* Our mom warned us that if we left the boundaries of the yard, we would 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; 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 was 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 coins.

*Variation(s):* none

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



# The Ancient Greeks

1A

## 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 way 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 (clockwise from top left: Mesopotamian, Egyptian, Inca, Aztec)

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, and—most recently in the *Early Asian Civilizations* domain—the Chinese and the Indian.

**Note:** Students who have participated 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.

## Where Are We?

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Tell students that the civilization they are going to hear about developed after the ancient Chinese civilization. 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 group of people lived together in that area in a well-organized way as a civilization. Show students *The Ancient Greek Civilization* Poster 1 (Map of Ancient Greece) 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 that formed the boundaries of ancient Greece is the acronym BAM—B: Black, A: Aegean, and M: Mediterranean.

4 or journeys

5 [Show the distance from Greece to Britain and India on the world map or globe.]



6 This map shows the main area of ancient Greece that you will learn about. [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



8 What adjectives would you use to describe the Greek land in this picture?

9 Here, *rugged* means rough and uneven. The word *rugged* can also mean sturdy and strong in construction, such as a rugged piece of furniture.

10 It is difficult to farm on high, sloping surfaces.

11 or strong

About two thousand eight hundred 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.

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

The ancient Greeks were similar to other ancient civilizations in some ways. They 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.

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

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 [Point to the tree in the image.]



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.

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> Because they were surrounded by water, the ancient Greeks on the island of Crete became especially skilled seafarers, a name for people who earn a living by working at sea, such as fishermen and sailors.

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

The high Greek mountains also made a 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 (clockwise from top left: Mesopotamian, Egyptian, Inca, Aztec)

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.<sup>17</sup>

17 How do you think the ancient Greeks decided to organize themselves without a king?

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.

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>

## 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* 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? (Mesopotamian, Egyptian, Indian, Chinese, Maya, Aztec, Inca)
2. *Literal* 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) Ask for a volunteer to point to these three seas on the map in image 1A-1.

3. *Literal* What is the name of the largest island in the Mediterranean Sea that was part of the ancient Greek civilization? (Crete) [Ask for a volunteer to point to the island of Crete on Poster 1.]
4. *Literal* What is a city-state? (an independent city and the surrounding area it controlled)
5. *Inferential* [Ask for a volunteer to 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)
6. *Inferential* Describe the terrain, or land, of ancient Greece. (rugged, rocky, not near a river, surrounded by seas, not as fertile for growing 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.)
7. *Evaluative* In the read-aloud, you 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. *Evaluative* 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 a way not to be ruled by a king; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Why do you think it is important to study ancient civilizations and their contributions? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



## Word Work: Independently

5 minutes

1. In the read-aloud you heard, “Sometimes the Greeks had the same ideas of how to live their lives, but 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 the influence or help of someone or something else.
4. The mother bird feeds the baby bird until it is big enough to feed itself independently.
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 an *Antonyms* activity for follow-up. Create a T-chart with the header “With the Prefix *in-*” in the column on the left, and the header “Without a Prefix” in the column on the right. Directions: The antonym, or opposite, of the word *independently* is *dependently*. The prefix *in-* often makes the word have the opposite meaning, just like the prefix *un-*. What do you think *dependently* means? [Prompt them to realize that *dependently* means acting in a way that is *not* free of help from someone or something else.] If you do something dependently, you are relying on someone or something else for what you need. For example, pets rely dependently on their owners when they need something, but wild animals survive independently on their own. [Write the word *independently* on the chart in the column on the left, and write the word *dependently* on the chart in the column on the right.]

Other words that have *in-* at the beginning make that word an antonym of the word without the *in-*. [Write the following words on the chart as you discuss them with students.] What does the word *invisible* mean? If you remove the prefix *in-*, the word *visible*

means the opposite. [Follow the same process with students for the words *incorrect* and *inactive*. After discussing this group of three words, ask students for other examples of words in which adding the prefix *in-* creates an antonym of the original word; add those to the chart.]



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



# The Ancient Greeks

1<sub>B</sub>

## Extensions

20 minutes

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

Copy Instructional Master 1B-1 onto chart paper, a chalkboard, or a whiteboard. Be sure to leave enough room in each square to fit several Image Cards. Tell students that you are going to create a Civilization Chart together to record examples of the five 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) in the “Jobs” square. 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.

✈ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

### Drawing the Read-Aloud

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, which were located between the mountains, competing with each other and working 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.

## ***Take-Home Material***

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### **Family Letter**

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



# Mount Olympus, Part I

## 2

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain 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

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part I,” using transition words like *first*, *next*, *then*, and *finally*, and discuss with one or more peers (RL.2.2)
- ✓ Identify the three seas that surrounded ancient Greece using a map of ancient Greece as a guide (RI.2.7)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Summarize orally the information contained in “Mount Olympus, Part I” (SL.2.2)
- ✓ Prior to listening to “Mount Olympus, Part I,” identify orally what they know and have learned about the ancient Greek civilization
- ✓ Prior to listening to “Mount Olympus, Part I,” orally predict powers or skills that the gods and goddesses were believed to have and then compare the actual outcome to the prediction

## 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 someday.

*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 student to the chalkboard to solve a math problem.

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

| <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>Essential Background Information or Terms</b> | Poster 1 (Map of Ancient Greece)<br>[This exercise requires advance preparation.] |                |
|  | <b>Making Predictions About the Read-Aloud</b>   |   |                |
|  | <b>Purpose for Listening</b>                     |   |                |
| <i><b>Presenting the Read-Aloud</b></i>  | <b>Mount Olympus, Part I</b>                     | Poster 1  | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                   |   | 10             |
|  | <b>Word Work: Summoned</b>                       |   | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |                |
| <i><b>Extensions</b></i>   | <b>Civilization Chart</b>                        | Image Card 4;<br>Instructional Master 1B-1 (optional)                             | 20             |
|  | <b>Retelling the Read-Aloud</b>                  |   |                |



# Mount Olympus, Part I

# 2<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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? (a group of people living together in a well-organized way)
- Was the area of the ancient Greek civilization smaller or larger than the present-day country of Greece? (larger)
- What are the names of the three seas that surrounded ancient Greece? Hint: Think of the acronym BAM. (Black Sea, Aegean Sea, Mediterranean Sea)
- What is the name of the largest Greek island in the Mediterranean Sea? (Crete)
- What is a city-state? (an independent city and the surrounding area it controlled)



### Essential Background Information or Terms

#### ◀ Show image 2A-1: Mount Olympus

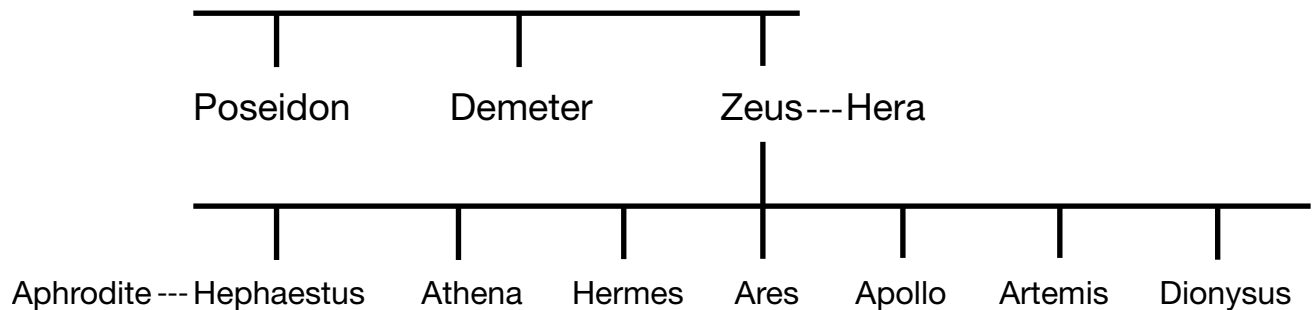
Remind students that one of the components of a civilization is religion, or a set of beliefs and practices. Explain that people in ancient times often developed religions as they sought explanations for how things came to be or how things happened in nature, such as thunder and lightning, the tides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

Tell students that, like the Mesopotamians, Egyptians, and the people of 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 draw the family tree diagram of the Olympian gods below (on chart paper, a chalkboard, or a whiteboard) and use it 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. Greek myths are revisited in later grades in the Core Knowledge Sequence to further discuss what was believed to be the complex origins and relationships of the Greek gods.



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

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

### **Purpose for Listening**

Tell students to listen to this fictional 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.



### ◀ 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 had
- 6 or moving lightly and quickly, like a butterfly

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*).

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, or baton, with wings on either side. All of these extra wings gave Hermes even greater speed than he already possessed.<sup>5</sup> Because he was constantly flitting here and there,<sup>6</sup> 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>

- 7 or said with disapproval
- 8 If Apollo is composing a song, what is he doing?
- 9 What is a trickster? Can you 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?



◀ **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 because 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 If Apollo is delighted, is he happy or sad?

13 or quickly and smoothly



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

Hermes had already left behind the high, cloud-covered mountain and he was settling down into a lush<sup>14</sup> green forest below.<sup>15</sup> 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.

14 or thick and healthy

15 What is the name of the mountain where the gods were believed to live?

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 male deer

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



← **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 Mount Olympus as quickly as possible."<sup>20</sup>

At once Artemis placed the arrow she had been holding into the quiver she wore over her shoulder.<sup>21</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>22</sup>

20 What does *summoned* mean?

21 [Point to the image.] A quiver is a long case that holds the arrows of a bow, a type of weapon made of wood.

22 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>23</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>24</sup> shoulders of his uncle Poseidon (poh-sy-dun), the god of the seas and of all that crosses the seas.

23 Do you remember which seas border Greece and have many islands, including Crete? [Show students Poster 1 as a guide.] Think of the acronym BAM. (Black Sea, Aegean Sea, Mediterranean Sea)

24 or very large and heavy



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

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,<sup>25</sup> a three-pointed pitchfork which he sometimes used to stir up the waves of the sea, the sea god said to Hermes, "Watch with me."

25 [Point to the trident in the image.]

26 What does *massive* mean?

27 or moved quickly

28 [Point to the octopus in the image.]  
*Octopi* is plural for octopus—one octopus, many octopi.



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

29 Can you guess who the god of lightning is? It's Zeus, the king of the gods.

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

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>26</sup> When the show was over, a hundred octopi jetted<sup>27</sup> in front of the whales and dolphins, shooting black ink from their bellies as a sort of closing theatre curtain to end the performance.<sup>28</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.

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>29</sup> This was followed by a deafening crash of thunder.<sup>30</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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about the powers or skills the gods and goddesses were believed to have correct? Why or why not? (Answers may vary.)
2. *Literal* Where did the ancient Greeks believe the gods lived? (in a palace on Mount Olympus, the highest mountain in Greece)
3. *Inferential* Did the ancient Greeks worship one or many gods and goddesses? (many)
4. *Inferential* Who were the Olympian gods you heard about in this story? (They were the most important Greek gods.)
5. *Literal* Who was king of all of the gods? (Zeus)



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

6. *Literal* 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.)
7. *Inferential* Describe Hermes using adjectives. (speedy, light, playful, helpful, etc.)



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

8. *Literal* 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**

9. *Literal* 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 male deer)



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

10. *Literal* Which massive god did Hermes visit next? (Poseidon) What was he the god of? (the seas and earthquakes)
11. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

12. *Evaluative* *Think Pair Share*: Why do you think Zeus, the king of the gods, is summoning the other Olympians to Mount Olympus? (Answers may vary.)
13. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Summoned

5 minutes

1. In the read-aloud you heard, “But soon you will have more of an audience, for our father, Zeus, has *summoned* us all here to the great hall at once.”
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*?

Use a *Sharing* activity for follow-up. Directions: Tell about a time when you were summoned by someone—such as a parent, teacher, or friend. Remember to answer in complete sentences and be sure to begin your responses with “I was summoned once when . . . ” [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.] Other forms of the word *summoned* include: *summon*, *summons*, and *summoning*.



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



# Mount Olympus, Part I

# 2<sub>B</sub>

## Extensions

**20** minutes

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

Place Image Card 4 (Mount Olympus) in the “Religion” square. Have students share what they see in the image and what they remember about Mount Olympus. Tell them that you will place Image Cards for the gods and goddesses in the “Religion” square in the next lesson.

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

- ✈ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

### Retelling the Read-Aloud

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. To help make these fictional characters more memorable, you may choose to have some students act out the story as others retell it.





# Mount Olympus, Part II

3

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Explain 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 *city-state*

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part II,” using transition words like *first*, *next*, *then*, and *finally*, including the sequence of events (RL.2.2)
- ✓ Interpret information from a Civilization Chart and connect it to information learned in “Mount Olympus, Part II” (RI.2.7)
- ✓ Compare and contrast orally the characteristics and powers of the gods and goddesses of the ancient Greeks (RI.2.9)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Summarize orally information contained in “Mount Olympus, Part II” (SL.2.2)

- ✓ Prior to listening to “Mount Olympus, Part II,” identify orally what they know and have learned about Mount Olympus
- ✓ Prior to listening to “Mount Olympus, Part II,” orally predict what Zeus’s news for the gods and goddesses will be, and then compare the actual outcome to the prediction

## 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:* The astronauts were on a mission to collect rocks from the moon.

*Variation(s):* missions

**spectacle, n.** An eye-catching or amazing sight

*Example:* The protesters’ rowdy behavior made such a spectacle.

*Variation(s):* spectacles

| <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>Mount Olympus, Part II</b>                  | Civilization Chart from previous lessons                    | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                 |   | 10             |
|  | <b>Word Work: Mission</b>                      |   | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |                |
| <i><b>Extensions</b></i>   | <b>Civilization Chart</b>                      | Image Cards 5–7;<br>Instructional Master 1B-1<br>(optional) | 20             |
|  | <b>Retelling the Read-Aloud</b>                |   |                |



# Mount Olympus, Part II

3<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

#### ◀ Show image 2A-1: Mount Olympus

Ask students 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. Also ask them 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

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 Hermes is doing?

2 A mission is a special job or task.  
What is Hermes's 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 had now begun 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

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."

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?

He pointed, and a beam of light shone on one of the desperate soldiers.<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."

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

9 So what is Ares the god of?



← **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.

Hermes landed, 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.



anvil, a heavy block of iron or steel with a smooth, flat top. Waiting outside to carry the lightning bolt to Zeus—who, as you remember, was the god of lightning and thunder—was a magnificent winged horse named Pegasus.<sup>18</sup>

Hephaestus did not even notice Hermes until the messenger god called out, loudly enough to be heard over the hammer strokes, “Greetings, brother!”

◀ **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**

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.]

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 knew why Zeus had summoned them all: 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.”



← **Show image 3A-8: Dionysus**

Zeus continued, “Welcome among us Dionysus (DY-uh-NY-suhs), god of wine, pleasure, and theatre.” Suddenly there appeared a handsome fellow with laughing eyes, a lazy smile, and dark, curly hair.

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 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.]

### 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what Zeus's news for the gods and goddesses would be correct? Why or why not? (Answers may vary.)
2. *Literal* What is a city-state? (an independent city and the surrounding area it controlled)
3. *Inferential* 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**

4. *Literal* 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)
5. *Evaluative* 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**

6. *Literal* 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**

7. *Literal* 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**

8. *Literal* What is Aphrodite, Hephaestus's wife, the goddess of? (beauty and love)
9. *Evaluative* 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**

10. *Literal* Who was the queen of the gods and goddesses and the wife of Zeus? (Hera)



◀ **Show image 3A-8: Dionysus**

11. *Literal* Who is the new god being added to the Olympian family of gods? (Dionysus) What is he the god of? (wine, pleasure, and theatre)
12. *Literal* Where were the Olympian gods and goddesses believed to live? (Mount Olympus)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.



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

13. *Evaluative Think Pair Share:* Remember, the ancient Greeks worshipped many gods and goddesses. Which of the twelve Olympian gods or goddesses is your favorite? Why? (Answers may vary.)

14. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Mission

5 minutes

1. In the read-aloud you heard, "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 to . . ."]
6. What's the word we've been talking about? What part of speech is the word *mission*?

Use a *Sharing* activity for follow-up. Directions: Tell about a mission you have had and what the outcome of your mission was. Remember to answer in complete sentences and be sure to begin your response with "I went on a mission to . . ." [You may wish to give students a specific mission, as individuals or as a class, pertaining to the domain, such as a research mission, and have them share the outcome.]



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



# Mount Olympus, Part II

3<sub>B</sub>

## Extensions

20 minutes

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

Point to Image Card 1 (Olive Trees), and ask students what they see in the image and what they remember about the olive tree. Tell students that in another lesson they are going to hear more about these unique trees. Place Image Card 5 (Olives) in the “Jobs” square, and tell students that the ancient Greek farmers harvested this fruit of the olive tree as part of their jobs.

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 square they think the image should go in. Place the Image Card in the “Religion” square. 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) in the “Religion” square, and remind students that in this read-aloud, 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.

- Above and Beyond: You may wish to have some students complete Instructional Master 1-B1 on their own by drawing pictures and/or writing words in each square.

### 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 is introduced.



# The Olympic Games

## 4

### ✓ Lesson Objectives

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#### 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

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast orally the contributions from other civilizations they have previously learned about that are still in our lives today (RI.2.9)
- ✓ Discuss personal responses to watching the Olympics and/or competing in a sport, and connect those to the Olympic Games in the story “The Olympic Games” (W.2.8)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Recount a personal experience involving the saying “where there’s a will, there’s a way” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)

- ✓ Explain the meaning of the saying “where there’s a will, there’s a way,” and use in appropriate contexts (L.2.6)
- ✓ Prior to listening to “The Olympic Games,” identify orally what they know and have learned about the beliefs of the ancient Greeks

## 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 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 various 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

| At a Glance  | 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>The Olympic Games</b>  | Poster 1 (Map of Ancient Greece);<br>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;<br>Instructional Master 1B-1 (optional) |         |



# The Olympic Games

4<sub>A</sub>

## 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 any 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 the ancient Greeks believed to be the king of all of the gods and goddesses. (Zeus) 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 and life. (Zeus created lightning and thunder; Poseidon created earthquakes and storms in the seas; Apollo created music, light, and poetry; Artemis created hunting; 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, 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 over time because they are considered helpful and good. Now ask if any students can name contributions from other previously studied civilizations that are still in our lives today.

**Note:** Students who participated in the Core Knowledge Language Arts program in Grade 1 learned about the Egyptian, Mesopotamian, Maya, Aztec, and Inca ancient civilizations. Earlier in Grade 2, students learned about the Indian and Chinese 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 still a part of our lives today.

### **Purpose for Listening**

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

## 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?
- 3 Remember, the word *luxury* means comforts and pleasures. The wealthy people being carried in luxury were riding comfortably in carriages, whereas others 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

- 4 [Point to Olympia on Poster 1.] To compete means to try hard to outdo others in a task, race, or other contest.
- 5 or celebration
- 6 *Sacred* means holy or worthy of respect.
- 7 The word *race* can have other meanings. *Race* can also refer to a group of people who share the same history, language, culture, etc.

The Olympic Games were held every four years at the site of Olympia and included contests in which ancient Greek athletes would **compete**.<sup>4</sup> Because these games were part of a religious festival<sup>5</sup> to honor the king of the gods, Zeus, they were considered **sacred**.<sup>6</sup> In the first Olympic Games, there were only footraces, or running  races .<sup>7</sup> 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

- 8 Myron and Pindar were real artists who lived in ancient Greece.
- 9 If they were riding in a private carriage, do you think Myron and Pindar were wealthy or just like everybody else?

Among the travelers to the games one year were two men named Myron and Pindar.<sup>8</sup> They made their way to the sacred site of Olympia in a private carriage drawn by a team of horses and driven by a servant.<sup>9</sup> The passenger in the brown cloak, 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.

Myron was telling his traveling companion, “Of course you are right, Pindar. I *could* just invite the champions<sup>10</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.”

His friend Pindar smiled and answered, “I, on the other hand, have written poems in honor of champions without ever having seen them compete. 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>

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

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

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>

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 take part in this **grand** competition to honor Zeus and the other gods.”<sup>16</sup> 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.

10 or winners

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.



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.

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 learned earlier.

17 What are boundaries? (edges)

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



19 or very large

Pindar went on, “Besides, Myron and I are artists. When I write a poem, or when Myron carves a statue, our interest goes far beyond the boundaries of any one city.<sup>17</sup> We honor these champions as examples, so that we might encourage all Greeks to do the best they can in their own lives. This is how we honor the gods, who gave us our hearts, minds, and muscles.”<sup>18</sup>

← **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.

20 Victory is a win or triumph.

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



**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: Photos 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 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 every 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,

22 What does compete mean?

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

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**

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!" 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."

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.

### 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* 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) Where were they held? (Olympia)
2. *Evaluative* Why do you think people traveled such great distances to see and compete in the Olympic Games? (Answers may vary.)
3. *Inferential* What events were included in the first Olympic Games? (footraces) What are some events included in today's Olympic Games? (Answers may vary.)
4. *Literal* 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.)
5. *Evaluative* 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; Myron was from Athens and Pindar was from Thebes.)

6. *Evaluative* 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, alternating between winter games and summer games; they are in a different city every time; they have both male and female athletes; the champions don't receive money for winning; the champions wear medals instead of laurel wreaths; etc.)
7. *Evaluative* 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***

8. *Literal* 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)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Have you ever competed in a sporting event? Do you think you had an “Olympic spirit”? Why or why not? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Grand

5 minutes

1. In the read-aloud you 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. Directions: Draw a picture of something grand and write one sentence about your picture. Be sure to use the word *grand* in your sentence. [Allow students to share their drawings and sentences with the class.]



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



# The Olympic Games

4<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Where There's a Will, There's a Way

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. Although 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 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’s a way.” Ask students to share a personal experience of a time when they could 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 were the ancient Olympic Games held?" Remind students that the gods and goddesses of the ancient Greeks had temples with statues dedicated to them. Ask students in which square these Image Cards should go. Place the cards in the "Religion" square.

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 (Present-day Olympians), 11 (*The Discus Thrower*), and 12 (Pindar and Myron). Ask students what they see in the images. Ask students which square these Image Cards should go in. Place the Image Cards in the "Contributions" square, 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.

- ✈ Above and Beyond: You may wish to have some students complete Instructional Master 7-B7 on their own by drawing pictures and/or writing words in each square.





# All for Sparta

# 5

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

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

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Discuss personal responses to knowing someone in the military, and connect those to the military in the story “All for Sparta” (W.2.8)
- ✓ Identify new meanings for familiar words, such as *camp*, and apply them accurately (L.2.5a)
- ✓ Identify the correct usages of *permanently* and *temporarily* and explain that they are antonyms (L.2.5a)
- ✓ Prior to listening to “All for Sparta,” identify orally what they know and have learned about city-states and the ancient Greek civilization

## Core Vocabulary

**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 areas 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; for all time


*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>                   | Poster 1 (Map of Ancient Greece)                          | 10             |
|  | <b>Purpose for Listening</b>                           |   |                |
| <i><b>Presenting the Read-Aloud</b></i>  | <b>All for Sparta</b>                                  | 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;<br>Instructional Master 1B-1<br>(optional) | 20             |
|  | <b>Multiple Meaning Word Activity:<br/>Camp</b>        | Poster 3M (Camp)  |                |
|  | <b>Syntactic Awareness Activity:<br/>Conversations</b> |   |                |



# All for Sparta

5<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students what a city-state is. Ask them to explain why ancient Greece developed into city-states that acted independently of one another. 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, emphasizing 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. In the corresponding text, 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, such as 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.

## **Purpose for Listening**

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Ask students to raise their hands if they are seven years old or older. Tell students to listen to this read-aloud about a boy who lived in the city-state of Sparta to find out how, on his seventh birthday, his life was changed 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 for all time
- 4 In this case, *camps* means a place where an army lives. *Camps* can also refer to places children go for summer activities or care.

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.<sup>4</sup>



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

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, as fast, and as tough as you can. I expect you to run great distances, to climb steep mountainsides, and to swim in rough waters.”<sup>5</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 of 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 How would you feel if you had to leave your family at age seven to train to be a soldier?

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



- 7 Merchants are traders who buy and sell goods.

- 8 or act of forcefully taking something over

- 9 [Ask students if they remember from earlier studies what another ancient civilization, the Chinese, built to keep out invaders.] (the Great Wall)



and that takes a great deal of **self-discipline**.<sup>6</sup> To the Spartans, this was the only way they knew how to live. But things had not always been this way.

← **Show image 5A-3: Spartan army**

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>7</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>8</sup> against this city.

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>9</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

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

Spartans. To pass laws, there was a **council**<sup>10</sup> made up of twenty-eight elders and the two kings. Whereas 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.

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



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>11</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.

◀ **Show image 5A-5: Lysander leaving with Platon**

12 How do you think Lysander felt?

13 or big and strong

As he celebrated his seventh birthday, Lysander thought, “Today I will leave my family home to begin training as a soldier.”<sup>12</sup> Later in the day, a husky<sup>13</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.

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**



14 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>14</sup>

15 Discomfort is something that is difficult and without comfort; it is the opposite of the word *luxury* you heard earlier.

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>15</sup>



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

16 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>16</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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* 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. *Literal* Where did Lysander live? (in the city-state of Sparta)
3. *Literal* 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)
4. *Literal* Were women allowed to be a part of the government? (no)
5. *Evaluative* 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.)



6. *Inferential* 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.)
7. *Inferential* What are some adjectives and other words you could use to describe life in Sparta? (harsh, self-disciplined, full of discomfort, tough, brave soldiers, etc.)
8. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Permanently

5 minutes

1. In the read-aloud you heard, “All Spartan men served *permanently* in the Spartan army and lived in army camps.”
2. Say the word *permanently* with me.
3. If something is done permanently, it is done for all time.
4. After Wendy’s dog ruined the couch, he lived permanently in the dog house outside.
5. Can you name some things that exist or stay in one place 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: “\_\_\_\_\_ exists/stays in one place permanently.”]
6. What’s the word we’ve been talking about? What part of speech is the word *permanently*?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *permanently* is *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. During the school year, I am permanently assigned as your teacher, but a substitute is temporarily assigned when I am absent. Tell about something you do permanently and something you do temporarily. Remember to answer in complete sentences, and be sure to use the words *permanently* and *temporarily* as you share.



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



# All for Sparta

5<sub>B</sub>

## Extensions

20 minutes

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

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 square this Image Card should go in. Place the Image Card in the “City-States” square.

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

- Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

### ↔ Multiple Meaning Word Activity

#### *Associated Phrase: Camp*

1. [Show Poster 3M (Camp).] In the read-aloud you heard, “Instead, all Spartan men served permanently in the Spartan army and lived in army camps.” [Ask a student to come up to point to the Spartan camp on the poster.]
2. *Camp* can also mean something else. It is a place some children go during the daytime in the summer. Have you ever attended a summer camp, music camp, or art camp? [Ask a student to come up to the poster and point to this sense of *camp*.]
3. *Camp* also means to stay or live in a tent at a campsite. Have you ever gone camping? [Ask a student to come up to the poster and point to this sense of *camp*.]

4. [Point to the Spartan camp.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share their responses. (When I think of a Spartan Camp, I think of army, soldiers, boys, fighting, Sparta, tough, etc.)
5. [Point to the summer camp.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share their responses. (When I think of summer camp, I think of summertime, kids, fun, and various types of summer camp activities.)
6. [Point to the camping children.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share their responses. (When I think of this kind of camp, I think of tents, outdoors, forest, insects, campfire, and marshmallows.)

## ↔ Syntactic Awareness Activity

### *Conversations*



#### ◀ Show image 5A-5: Lysander leaving with Platon

Directions: Look at the picture. You and your partner will be making up different kinds of sentences based on what you see in the picture. Remember to be as descriptive as possible and use complete sentences.

[Note that there will be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.]

1. One of you should make up a question that Disa asks Lysander. Your partner will answer the question.  
[Interrogative/Declarative]
2. The other one of you should make up a question that Lysander asks Disa. Your partner will answer the question.  
[Interrogative/Declarative]

3. Make up two commands or directions that Lysander gives to Disa and share with your partner. [Imperative]
  4. Make up two sentences that either Lysander or Disa might say to show excitement or emotion and share with your partner. [Exclamatory]
- ✈ Above and Beyond: You may wish to have partner pairs practice and act out a coherent conversation using different kinds of sentences.



# Athens and the Olive Tree

# 6

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Explain that the ancient Greeks worshipped many gods and goddesses
- ✓ Explain that Athens is named after the goddess Athena
- ✓ Describe the city-state Athens
- ✓ Describe how Athenians worshipped Athena

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Locate the city-state Athens on a map of ancient Greece and explain that it is named after the goddess Athena (RI.2.7)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Prior to listening to “Athens and the Olive Tree,” identify orally what they know and have learned about the gods and goddesses of ancient Greece
- ✓ Prior to listening to “Athens and the Olive Tree,” orally predict how the city-state of Athens got its name and then compare the actual outcome to the prediction

## 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><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> | Poster 1 (Map of Ancient Greece)                                |                |
|  | <b>Purpose for Listening</b>                   |   |                |
| <i><b>Presenting the Read-Aloud</b></i>  | <b>Athens and the Olive Tree</b>               | Civilization Chart from previous lessons                        | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                 | Poster 1  | 10             |
|  | <b>Word Work: Ideal</b>                        |   | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |                |
| <i><b>Extensions</b></i>   | <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 |                |



# Athens and the Olive Tree

# 6<sub>A</sub>

## ***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:

- What were the names of some of the gods and goddesses you have learned about? (Apollo, Poseidon, Hermes, Zeus, etc.)
- Who were the king and queen of the gods? (Zeus and Hera)
- Where were the Olympian gods and goddesses believed to live? (Mount Olympus)
- What are some of the powers the gods and goddesses were believed to have? (controlled the sea, invented hunting, etc.)

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

Ask students 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 of 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. “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 the city 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 seabirds 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, who was the god of the seas and of all that crosses the seas, including ships, continued, “I can also bless the safety of your fishermen while they ride upon my waves, and see to it

1 or perfect

2 [Point to Image Card 3 (Fishing Boat and 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. The gods were believed to be immortal, meaning they would live forever.

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?

9 or overflowing with joy

10 [Point to Image Card 9 (Apollo's Temple) on the Civilization Chart.]



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

11 A blessing is a divine, or holy, gift.

12 Who do you think was speaking?

13 Were your predictions about who was speaking correct?

that the ships in which your merchants trade move **swiftly**<sup>7</sup> and smoothly to distant shores and back home again.<sup>8</sup> I, Poseidon, will do all these things for you, and more, if you will honor me.”

The people were **overjoyed**<sup>9</sup> to hear his words, and turning to one another, they said, “How wonderful! We shall tell Poseidon that we will pray to him above all the other gods.”<sup>10</sup>

But, according to the story, before they could say this to the god of the sea, another voice called out to them, “Hear me, O people, 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>

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 on the very spot where a moment before the ground had been empty.

“This is an olive tree,” Athena said.

The people did not want to be rude to the goddess, but they whispered to one another, “She offers us one tree? It is very pretty to look at, but it is nothing compared to Poseidon’s blessings.”<sup>14</sup>

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



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

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

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 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

16 or set fire to it

**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 because 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 these Greeks will choose?



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>

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

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>

20 Were your predictions about how Athens got its name correct? Olive trees still grow in abundance in Greece today.

21 or our loyalty and love

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.

### Comprehension Questions

10 minutes

1. *Literal* Where does the name Athens come from? (from the goddess Athena) [Ask a volunteer to locate Athens on Poster 1.]
2. *Literal* 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)
3. *Literal* 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. *Inferential* How did the people feel about Poseidon's offer? (overjoyed) Why? (They would be able to safely catch plenty of fish and travel safely and swiftly on the seas when trading.)
5. *Inferential* 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. *Inferential* 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 to provide light; keeping skin healthy; trading; wood from the trees for shade and building)
7. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Ideal

5 minutes

1. In the read-aloud you heard, "Far from the city-state of Sparta, another group of 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; there was 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 dinner (That is ideal.)



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



# Athens and the Olive Tree

6<sub>B</sub>

## Extensions

20 minutes

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

Show students Image Card 14 (Olive Tree 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 square the Image Card should go in. Have a volunteer place the Image Card in the “Jobs” square.

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

Point to Image Card 6 (Gods/Goddesses) in the “Religion” square. 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.

➤ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

### 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 in the “Religion” square.

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 in the “Contributions” square.



# Athens: The Birthplace of Democracy

7

## ☑ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Define the term *civilization*
- ✓ Describe the city-state Athens
- ✓ Describe how the Athenians worshipped Athena
- ✓ Explain what the Parthenon was
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Explain how Athenian boys and girls were educated
- ✓ Explain 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

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast orally the city-states of Athens and Sparta. Compare and contrast orally the contributions from other civilizations they have previously learned about that are still in our lives today (RI.2.9)



- ✓ Write a persuasive piece that expresses and supports opinions on how a city-state should best be set up and governed using “Athens: The Birthplace of Democracy” (W.2.1)
- ✓ Discuss personal responses to having an idea that was completely different from what everyone else was doing or thinking and connect those to the Greeks in the story “Athens: The Birthplace of Democracy” (W.2.8)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Prior to listening to “Athens: The Birthplace of Democracy,” identify orally what they know and have learned about the city-states of Athens and Sparta

## Core Vocabulary

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**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, that gives the people the power to choose their leaders and help create their own laws

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

*Variation(s):* democracies

| <b><i>At a Glance</i></b>  | <b>Exercise</b>                            | <b>Materials</b>   | <b>Minutes</b> |
|--|--|--|----------------|
| <b><i>Introducing the Read-Aloud</i></b>   | <b>What Have We Already Learned?</b>       |  | 10             |
|  | <b>Purpose for Listening</b>               |  |                |
| <b><i>Presenting the Read-Aloud</i></b>  | <b>Athens: The Birthplace of Democracy</b> | Civilization Chart from previous lessons                 | 15             |
| <b><i>Discussing the Read-Aloud</i></b>  | <b>Comprehension Questions</b>             |  | 10             |
|  | <b>Word Work: Democracy</b>                |  | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |  |                |
| <b><i>Extensions</i></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                   |                |



# Athens: The Birthplace of Democracy

7A

## 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 it gave to the world.



## 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.



### 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.

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>

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

1 or talking

2 The Parthenon was a temple dedicated to the goddess Athena.

3 What is the Mediterranean?

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.]

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



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

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

8 or names and categories given to things studied

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

10 or successfully complete

11 If *grace* means a polite or nice way of behaving, what do you think “failing with grand grace” means?

12 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.



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

13 or chosen

14 or chosen again

At the same time that the arts were the glory of Athens,<sup>7</sup> Athenian scientists were making discoveries that would become the basis for modern science. For example, one scientist you will learn about was a great observer whose ideas and classifications<sup>8</sup> are still used today. Other ancient Greeks contributed inventions that the next civilizations developed more fully, including the gear, screw, watermill, and catapult; 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>9</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>10</sup> almost anything they set their minds to, and in whatever they could not achieve, they could at least fail with grand grace.<sup>11</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, or the Olympic Games—the gift of **democracy**.<sup>12</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>13</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>14</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**

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

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

17 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>15</sup> Then, several nobles started to rule in place of the king.<sup>16</sup> Finally, a new 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, to be a part of a jury that made decisions in a court of law, and to serve in the **assembly**, a large group of men who **debated**<sup>17</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**

18 Do you think this was fair?

19 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>18</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>19</sup> and some who had learned reading and writing at home were widely admired for their intelligence and learning.

Most Athenians knew that the best woman friend of Pericles, leader of the Athenians, wrote many of his famous speeches for

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



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>20</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?”

21 If something is fascinating, it attracts and holds your attention.

“Whatever it is,” Dion responded, “I’m sure it is a most fascinating conversation.”<sup>21</sup>

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* What structure did Dion describe as “the most beautiful spectacle” in Athens? (the Parthenon) What was the Parthenon? (a temple dedicated to the goddess Athena)
2. *Literal* 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)
3. *Inferential* 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.)
4. *Inferential* What are some of the contributions or achievements that Athens made to modern civilizations? (art, architecture, sculpture, science, inventions, democracy)
5. *Evaluative* 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. *Evaluative* What two main city-states have you learned about? (Sparta and Athens) How were they similar? (Both 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, whereas Athens focused on art, architecture, and independent thinking; Athens was a democracy, whereas Sparta had two kings; Athenians traveled, whereas Spartans stayed in their closed society; etc.)
7. *Evaluative* Which city-state would you have preferred to live in—Athens or Sparta? Why? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



## Word Work: Democracy

5 minutes

1. In the read-aloud you 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 architecture, or the Olympic Games—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**



# Athens: The Birthplace of Democracy

7<sub>B</sub>

## Extensions

20 minutes

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

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 square this image should go in. Have a volunteer place the Image Card in the “Contributions” square.

Show students Image Card 19 (Pericles), and ask them what they see and what they remember about this leader. Ask students which square this Image Card should go in. Have a volunteer place the Image Card in the “Leaders” square.

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. Remind students that they are studying different aspects of the ancient Greek civilization, including jobs, city-states, leaders, religion, and contributions.

✈ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.


### Choosing a Government

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, a chalkboard, or a 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.

 **Above and Beyond:** You may wish to take this writing piece through the formal writing process for some or all students.



# Pausing Point

PP

## ***Note to Teacher***

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of ancient Greek civilization. The other activities may be done in any order. 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***

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Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Describe the terrain of ancient Greece and how it affected 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*
- ✓ Explain 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
- ✓ Explain that Athens is named after the goddess Athena
- ✓ Describe the city-state Athens
- ✓ Describe how Athenians worshipped Athena
- ✓ Explain what the Parthenon was
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Explain how Athenian boys and girls were educated
- ✓ Explain that women did not have as many rights as men in Greek society
- ✓ Compare/contrast life in Sparta and Athens

## ***Student Performance Task Assessment***

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### **10 Venn Diagram**

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

Tell students that they 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

**Note:** You may wish to have students draw a picture to accompany their diagram. For assessment, students should complete Instructional Master PP-1 individually; however, you may wish to have students complete it in groups or as a class.

## Activities

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### Image Review

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Show the images from the *Tell It Again! Flip Book* for *The Ancient Greek Civilization*, and have students retell the read-aloud using the images.

### Image Card Review

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#### **Materials: Image Cards 1–19**

In your hand, hold Image Cards 1–19 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 what 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 many different people doing 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 that the first Olympic Games were held 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 square to each group, and have every group draw a picture and write a sentence about the image(s) in their square. Allow the groups to share their drawings and sentences with the class.

✈ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own.

## ✈ Writing Prompts

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Students may be given an additional writing prompt such as the following:

- How was life in Athens different from life in Sparta?
- What is democracy?
- How are the Olympic Games today different from the first Olympic Games? How are they similar?

## 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 ask each to 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 a trade book to review a particular concept or event; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

## **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 do you think this building was made? (Answers may vary.)  
[Prompt students to recall that the ancient Greek civilization existed more than two thousand years ago.]
- What was this building 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.]

## **Write Your Own Ode**

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### **Materials: Chart paper, chalkboard, or whiteboard**

Remind students that Pindar was a famous Greek poet from Thebes. Share with students that he wrote poems called odes



that were sung at special occasions like banquets and festivals, accompanied by music, instruments, and dancing.

An ode is a poem that admires something ordinary or shows the importance of something that is usually overlooked. An ode does not have to rhyme, but it should have detailed descriptions and observations. As either a class or in small groups, have students write odes. To scaffold this activity for students, use the following steps:

1. Brainstorm what you could write about. Think about things you see and experience everyday that you don't usually notice. Examples might include chocolate, shoes, teachers, friends, flowers, sleep, books, love, school, toothbrush, computers, etc.
2. Once you pick your topic, brainstorm why it is important. What does it do? Why is it important? What would happen without it? How do you feel about it? Put these details into parts or sections in your description.
3. Write your ode as a class or as a small group. Keep the lines short and use as few words as possible.
4. Revise and rewrite, as time permits.

Here are some guidelines for odes:

- Describe the subject using at least two different senses (touch, taste, sight, sound, smell)
- Show how much you admire the subject.
- Use words and phrases more than sentences.
- Explain the importance of your subject.
- Have a clear rhythm.

## 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 cooked or prepared with olive oil. Allow them to share what they have learned about the olive tree and its fruit. You may wish to

bring in a variety of olives or olive oil and bread (for dipping) for students to sample.

**Note:** Be sure to follow your school's policy in terms of bringing food into 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 and through other uses, but that it would also become a symbol of 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 to fight.

## The Discus Thrower

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### Materials: Flying disc

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

1. What do you see? (It is a statue called The Discus Thrower, and it was first made 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? (Answers may vary.) [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? (Answers may vary.) [Have a few volunteers hold a flying disc 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? (Answers may vary.) [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 that the sculptor Myron accomplished his goal to capture the look and feel of the athlete as he was throwing the disc? (Answers may vary.) [Explain that although 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 and of Greek beauty.]

## **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.



# Marathon

8

## ☑ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Define the term *civilization*
- ✓ Explain 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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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Recount the generals' story from "Marathon" using a Somebody Wanted But So Then chart and discuss with one or more peers (SL.2.2)
- ✓ Draw a picture to represent information and details from "Marathon" (SL.2.5)
- ✓ Prior to listening to "Marathon," identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day civilizations

## 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 planning


*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

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



# Marathon

8A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students what contributions the ancient Greeks made to modern civilizations. Show them the images in the “Contributions” square 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 United States today).

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

### Essential Background Information or Terms

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 (duh-RYE-US). 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

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

### Purpose for Listening

Tell students to listen to find out if their predictions are correct and to learn more about another ancient Greek contribution.



## 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 twenty-six 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 twenty-six 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

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>

- 9 What do you remember about the Spartans?



10 [Show distance on Poster 1.]



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.

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

“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>

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

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.



← **Show image 8A-4: Persians**

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.”

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

The Persians were so confident, 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>



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

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>

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.

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.

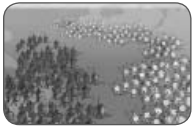
16 or with courage

17 Will the Athenians surrender to the Persians or fight for their freedom?



18 How will Callimachus vote to break the tie?

19 Were your predictions correct?



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

20 or with deliberate planning

21 [Point to the middle of the army in yellow.]

22 Will this strategy help the Athenians win or lose the battle?

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>

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?



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

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>

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. *Evaluative* Were your predictions about what happened when the Persians invaded ancient Greece correct? Why or why not? (Answers may vary.)
2. *Inferential* Why did King Darius of Persia purposely send an army of soldiers to the wide, flat plain called Marathon, about twenty-six miles from 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. *Evaluative* 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. *Inferential* Why did the Athenian generals send Pheidippides to Sparta? (They needed to get word to Sparta as soon as possible to ask for their military help in fighting the Persians, and Pheidippides was their fastest runner.)
5. *Inferential* 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. *Inferential* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

7. *Evaluative Think Pair Share:* What contribution came from the ancient Greek Battle of Marathon against the Persians? (In memory of Pheidippides's 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 in the "Contribution" square. You may wish to have students fill in their own chart on Instructional Master 1B-1.]
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Tribute

5 minutes

1. In the read-aloud you heard, “In *tribute* to Pheidippides, the Greeks measured the distance he had run from Marathon to Athens, and those twenty-six miles became the distance of their long-distance races.”
2. Say the word *tribute* with me.
3. A tribute is a gift or compliment given to honor the contribution(s) of a particular person or group.
4. Marathon races were named as a tribute to Pheidippides’s twenty-six-mile race and his role in 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* in an oval on chart paper, a chalkboard, or a whiteboard.] Directions: What words come to mind when you hear the word *tribute*. [Write the students’ words on spokes coming out from the oval. If necessary, guide students with words like *respect*, *honor*, *compliment*, and *gift*.] Why do you think receiving a tribute from someone would be a memorable experience? Remember to answer in complete sentences and be sure to begin your response with “I think a tribute to someone would be a memorable experience because . . . ”



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



# Marathon

8<sub>B</sub>

## 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:

|          |  |
|----------|--|
| Somebody |  |
| Wanted   |  |
| But      |  |
| So       |  |
| Then     |  |

Explain to students that they are going to retell parts of today's read-aloud, specifically 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 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 event, 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.   |
| <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 Read-Aloud

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Ask students to think about the read-aloud they listened to earlier in the day. Have students pretend that they are 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. 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 types of scenery they would experience in ancient Greece. Direct each student to write a sentence to label his or her drawing.

When 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 students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary, including descriptive language that includes adverbs and adjectives.

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

## Take-Home Material

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### Family Letter

Send home Instructional Master 8B-2.





# Thermopylae: The Persians Strike Again

9

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Define the term *civilization*
- ✓ Explain 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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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.


Students will:

- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Clarify information about “Thermopylae: The Persians Strike Again” by asking questions that begin with *where* (SL.2.3)
- ✓ Identify new meanings for familiar words, such as *channel*, and apply them accurately (L.2.5a)
- ✓ Distinguish shades of meaning among closely related verbs, such as *prefer* and *like* (L.2.5b)
- ✓ Prior to listening to “Thermopylae: The Persians Strike Again,” identify orally what they know and have learned about the battle on the plains of Marathon

- ✓ Prior to listening to “Thermopylae: The Persians Strike Again,” orally predict whether the outcome at Thermopylae will be the same as or different than the battle at Marathon and then compare the actual outcome to the prediction

## 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 game.  
*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><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>Thermopylae: The Persians Strike Again</b>    | Poster 2 (Battle of Thermopylae)                       | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                   |  | 10             |
|  | <b>Word Work: Prefer</b>                         |  | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |  |                |
| <i><b>Extensions</b></i>   | <b>Civilization Chart</b>                        | Image Card 21;<br>Instructional Master 1B-1 (optional) | 20             |
|  | <b>Multiple Meaning Word Activity: Channel</b>   | Poster 4M (Channel)                                    |                |
|  | <b>Vocabulary Instructional Activity: Prefer</b> | chart paper, chalkboard, or whiteboard; index cards    |                |



# Thermopylae: The Persians Strike Again

9<sub>A</sub>

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

**10** minutes

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

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 did the Athenian generals send Pheidippides to Sparta?
- Why was Callimachus's vote so important at the Battle of Marathon?
- 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**

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**

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 The word *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<sup>4</sup>

- 4 [Show Poster 2 (Battle of Thermopylae), and point to the Persians' first route, marked in purple.]
- 5 A channel is a sailable route between two bodies of water. The Persians had to cross the channel of Hellespont to travel by land to Greece. The word *channel* can also refer to a television station.
- 6 [Point to how the ships are connected by platforms to make a giant ship bridge.] Do you think King Xerxes will succeed with this plan to move so many men?
- 7 [Show again on Poster 2 the route marked in purple that the Persians took from the Hellespont to Thermopylae, and point to the mountains.]
- 8 Which is the smaller army—the Persians or the Greeks?

This meant that the Persians would have to cross a mile-wide **channel** of water that lay between Asia and northern Greece.<sup>5</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>6</sup>

Xerxes's 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>7</sup> At the other end of this narrow pass, the Greeks were waiting for him. The Greeks knew that Xerxes's 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>8</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>9</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>10</sup> of their families always in their minds, Leonidas and his soldiers waited.

9 [On Poster 2, point to the Greek forces at Thermopylae marked with red ‘X’s.]

10 or final result or destiny



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

Leonidas knew that, farther 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>11</sup> Leonidas and his Spartan soldiers had to hold Xerxes at Thermopylae long enough for the Athenian fleet to get into position.<sup>12</sup>

11 Does this sound like a good strategy?

12 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>13</sup>

To this, one of the Spartans jokingly answered, “Fine, we **prefer** to fight in the shade anyway.”<sup>14</sup>

After waiting for four days for the Greeks to surrender, the furious King Xerxes<sup>15</sup> gave word for his Persian armies to attack. However, just as the Greeks had predicted, only a small number

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

14 *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?

15 [Point to King Xerxes in the image.]

16 [On Poster 2, point to the second Persian route marked in red that went through a pass in the mountains.]



of Persian soldiers could fit into the narrow pass at once, so their 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>16</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>17</sup>

“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?”

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

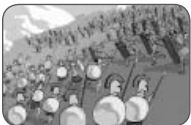
Leonidas told the other Greeks, “There is your answer. We will stay.”<sup>18</sup>

◀ **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.”

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

18 What do the words *We are Spartans* mean to you? Do you think the Spartans were brave for staying?



19 or bravery

20 [On Poster 2, point again to the Greek forces at Thermopylae marked with red 'X's.]



21 [On Poster 2, point to the city-state of Athens.]

22 or empty and abandoned

23 [On Poster 2, point to the island of Salamis.]

24 [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.

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

26 or front



27 [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>19</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>20</sup>

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

Soon the Persians continued south and reached Athens.<sup>21</sup> To their shock, they found the city nearly **deserted**.<sup>22</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>23</sup> When Xerxes realized this, he sent for his navy from Persia. “Sail over here and attack Salamis!” he ordered.<sup>24</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>25</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>26</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.

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

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>27</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. *Evaluative* Were your predictions about whether the outcome would be the same or different correct? Why or why not? (Answers may vary.)
2. *Inferential* Why did King Xerxes decide to attack Greece? (He was angry because the Greeks had defeated his father previously during the Battle of Marathon.)
3. *Literal* 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.)
4. *Literal* 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 six hundred ships anchored side-by-side)
5. *Inferential* 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.)
6. *Inferential* When 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.)



7. *Inferential* 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.)
8. *Evaluative* How do you think the Greeks felt about defeating Persia? (Answers may vary but may include that they felt relieved, happy, heroic, etc.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *Evaluative 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.
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Prefer

5 minutes

1. In the read-aloud you 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. 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*?

Use a *Sharing* activity for follow-up. Directions: Think of some things you prefer over others. Keep in mind that everyone has different ideas about the things they prefer, and that may determine why you would select one thing over another and why your answer might be different from someone else’s. Remember to answer in complete sentences and be sure to begin your responses with “I prefer . . .”



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



# Thermopylae: The Persians Strike Again

9<sub>B</sub>

## Extensions

20 minutes

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

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 square the Image Card should go in. Have a volunteer place the Image Card in the "Contributions" square.

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

- Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Channel*

1. [Show Poster 4M (Channel).] In the read-aloud you heard that Xerxes told his navy captains, "We will cross the channel on an enormous floating bridge." [Show image 9A-2: Persians crossing giant ship bridge; point out that this ship bridge went across the channel. Then point to the part of Poster 4M that shows a water channel.]
2. *Channel* can also refer to a television station and its shows. [Point to the part of the poster that shows this.]
3. Now with your partner, make a sentence for each meaning of *channel*. I will call on some of you to share your sentences. [Call on a few partner pairs to share one or all of their sentences. Have them point to the meaning of *channel* their sentence uses.]

## ↔ Vocabulary Instructional Activity

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### *Horizontal Word Wall: Prefer*

**Materials:** long horizontal chart paper; words written on index cards: *dislike*, *do not like* (in red); *ok* (in yellow); *like*, *prefer*, *really like*, *love* (in green)

1. In the read-aloud you heard one of the Greek soldiers say, “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. We will make a Horizontal Word Wall for *prefer*.
5. [Place *dislike* on the far left of the chart and place *love* on the far right. Now hold up *prefer* and ask whether it should be placed closer to *dislike* or *love*. Hold up the rest of the cards and ask where it should be placed on the Horizontal Word Wall. At the end, the order should be: *dislike*, *do not like*, *ok*, *like*, *prefer*, *really like*, *love*. *Like* and *prefer* may overlap.]
6. Talk with your partner using the different words on the Horizontal Word Wall. Remember to be as descriptive as possible and use complete sentences.

[Throughout this domain, encourage students to continue thinking about this Horizontal Word Wall and add any additional words to the word wall as they arise. Some suggestions: *loathe*, *resent*, *impartial*, *enjoy*, *adore*.]

- Above and Beyond: Have students use two or more words on the Horizontal Word Wall in one sentence.



# The Great Thinkers of Greece

# 10

## ✓ Lesson Objectives

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### 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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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the life of someone living in the time of ancient Greece using details from “The Great Thinkers of Greece” (RI.2.8)
- ✓ Create an original narrative about someone living in the time of ancient Greece with characters, and a beginning, middle, and an end (W.2.3)
- ✓ Participate in a shared writing project for a fictional narrative (W.2.7)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)
- ✓ Clarify information about “The Great Thinkers of Greece” by asking questions that begin with *who* (SL.2.3)
- ✓ Explain the meaning of the saying “Practice what you preach” and use in appropriate contexts (L.2.6)

- ✓ Prior to listening to “The Great Thinkers of Greece,” identify orally what they know and have learned about the battle at Thermopylae

## Core Vocabulary

**affection, *n.*** Fondness or liking

*Example:* Eddie looked at 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 in which they live


*Example:* Confucius was 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

| At a Glance  | 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>                  | Poster 1 (Map of Ancient Greece)  | 15      |
| <b>Discussing the Read-Aloud</b>   | <b>Comprehension Questions</b>                       | Image Cards 22–24;<br>Instructional Master 1B-1 (optional);<br>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>Writing a Fictional Narrative: Plan</b>           | Instructional Master 10B-1;<br>chart paper, chalkboard, or whiteboard                                   |         |



# The Great Thinkers of Greece

# 10<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

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

Ask students to describe 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 to describe what they see in the picture. Ask them how this picture shows another contribution of the ancient Greeks. Point to Image Card 21 (Greeks' Victory) 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

Read the title of the read-aloud to students. Ask students what they think it means to be a “great thinker.” Tell students that throughout time, many people have wondered about the world and have tried to understand and explain its relationship with the people who live in 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 *philosophy* means a set of ideas or beliefs relating to a particular activity or study.

Explain to students that the word *philosophy* actually comes from the Greek language 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 who these great thinkers of ancient Greece were 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 A philosopher is someone who studies life, knowledge, and truth.

2 [Point to the older man in the image.] Let's say this philosopher's name together: *Socrates*.

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? (busy, involved)

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, and the latest plays. 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**

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>

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



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

Another dinner guest shares a very different memory 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>

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

“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>

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



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

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 hear your words of wisdom.”

- 11 [Point to the man who is sitting in the image.]

Socrates laughs, “I fear you’ll go thirsty, Agathon, for I have no wisdom for you to hear. I have only questions, not answers.”<sup>12</sup>

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

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 about the world and less about Socrates.<sup>15</sup>

13 What is enlightenment?

(*Enlightenment* means the act of being aware of problems or concerns.) Do you remember another individual who searched for and is said to have achieved enlightenment? (Siddhartha Guatama, the Buddha)



14 [Point to the man seated with a paper and writing tool, and ask students to repeat his name.]

15 So did Plato also become a philosopher like Socrates?



← **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 in all sorts of subjects: 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 (Socrates)?

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 In this case, *proof* means evidence or facts that support something is true. The word *proof* can also mean to proofread for mistakes in your writing.



← **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 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 the facts, or things he knew were true, and tried to find 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 referenced 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 of different things.

22 So Aristotle became a philosopher like his teacher, Plato, before him, and his teacher's teacher, Socrates, before that.

23 or surprisingly amazing

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> Among Aristotle's students was an **astonishing**<sup>23</sup> boy who would carry these ideas the farthest of all. His name was Alexander, who you will learn about in the next read-aloud.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Literal* What is a philosopher? (someone who studies life, knowledge, and truth)
2. *Literal* Who were the three famous philosophers of ancient Greece? (Socrates, Plato, and Aristotle) How were they connected? (Plato was a student of Socrates; Aristotle was a student of Plato.)
3. *Literal* 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 in the "Contributions" square, and tell students that people today 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. *Literal* What word for school did we adopt from the works of Plato? (*academy*) [Place Image Card 23 (Plato) on the Civilization Chart in the "Contributions" square. You may wish to have students fill in their own chart on Instructional Master 1B-1.]
5. *Inferential* 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 in the "Contributions" square. You may wish to have students fill in their own chart on Instructional Master 1B-1.]

6. *Inferential* 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.)
7. *Evaluative* 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.)
8. *Evaluative* The philosophy of keeping a balance in life was important to Aristotle because he believed that 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.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *Evaluative 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.
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Marvelous

5 minutes

1. In the read-aloud you heard Socrates say, “Just look at all the *marvelous* things in this marketplace that I don’t want.”
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: “\_\_\_\_\_ is 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, say, “That’s marvelous.” If what I describe is not an example of something that is marvelous, 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**



# The Great Thinkers of Greece

10<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Practice What You Preach

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. Although 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 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 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 philosopher who said that one reason for human unhappiness is that people wanted more things than they needed. Remind students how Socrates practiced what he preached when he gave his boots away to the soldier, wore the same clothes every day, and did not buy anything for himself at 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.



## Writing a Fictional Narrative: 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 the following 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 writing process.

Tell students that your narrative, or story, is going to tell about someone living in the time of ancient Greece. On chart paper, a chalkboard, or a whiteboard, brainstorm together about 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; 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; stays at home; trains in a military camp; travels; fishes; creates art; etc.) You may also choose to have students write their narrative about a fictional character from this time, such as a god or goddess living on Mount Olympus.

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 begin the next step of this fictional narrative the next time you meet.

✈ Above and Beyond: You may wish to have some students use Instructional Master 10B-1 to complete this exercise on their own.



# Alexander the Great, Part I

11

## ✓ Lesson Objectives

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### 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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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the life of someone living in the time of ancient Greece using details from “Alexander the Great, Part I” (RI.2.8)
- ✓ Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end (W.2.3)
- ✓ With guidance and support from adults and peers, focus on writing a fictional narrative and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Participate in a share writing project for a fictional narrative (W.2.7)
- ✓ Discuss personal responses to solving a problem by first observing things and then coming up with a clever idea and connect those to Alexander in the story “Alexander the Great, Part I” (W.2.8)
- ✓ With assistance, categorize and organize facts and information on the ancient Greek civilization (W.2.8)

- ✓ Prior to listening to “Alexander the Great, Part I,” identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle
- ✓ Prior to listening to “Alexander the Great, Part I,” orally predict who Alexander the Great was and how he received his name and then compare the actual outcome to the prediction

## Core Vocabulary

**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 fiftieth 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:* The animal trainer works to tame the tiger for the show.

*Variation(s):* tames, tamed, taming

| At a Glance  | 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 I</b>             | Poster 1 (Map of Ancient Greece)  | 15      |
| <b>Discussing the Read-Aloud</b>   | <b>Comprehension Questions</b>                 |   | 10      |
|  | <b>Word Work: Tame</b>                         |   | 5       |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |         |
| <b>Extensions</b>  | <b>Civilization Chart</b>                      | Image Card 25;<br>Instructional Master 1B-1 (optional)                        | 20      |
|  | <b>Writing a Fictional Narrative: Draft</b>    | Instructional Masters 10B-1, 11B-1;<br>chart paper, chalkboard, or whiteboard |         |



# Alexander the Great, Part I

11A

## ***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 astonishing 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:

- Why do you think Alexander was called Alexander the Great?
- 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 a 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?



### ◀ 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?

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>

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? (Plato)

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?

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>

- 14 In this case *tame* means to make gentle or obedient. The word *tame* can also be used to describe an animal that’s not wild.

- 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**

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 was facing the sun and could not see his own shadow. 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.<sup>16</sup> Bucephalus became Alexander’s horse, and Alexander so loved the horse that later he named a city after him.

16 [Point to the shadow in the image]



← **Show image 11A-6: Alexander riding at the front of his army**

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>

17 *Devoted* means having strong loyalty or commitment. Why do you think the soldiers were so devoted to Alexander?

18 *Retreat* means to withdraw or go back. Why do you think Alexander would never retreat?

19 or enemy

20 So, did King Philip get what he wanted?

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>



← **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 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 of 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. *Evaluative* Were your predictions about Alexander the Great correct? Why or why not? (Answers may vary.)
2. *Inferential* 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.)
3. *Literal* What important lesson did Alexander learn from Aristotle? (Aristotle taught him the importance of observing and studying facts before making decisions.)
4. *Inferential* 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. *Inferential* Why did Alexander's father ask Aristotle to teach his son? (because he believed Aristotle was a great philosopher)



6. *Inferential* 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.)
7. *Evaluative* 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.)
8. *Inferential* What are some adjectives you could use to describe Alexander? (*ambitious, clever, intelligent, etc.*)
9. *Evaluative* What is the most interesting thing you heard about Alexander the Great? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

10. *Evaluative Think Pair Share:* Have you, like Alexander, ever solved a problem by first observing things and then coming up with a clever idea? What was the problem and what was your idea? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Tame

5 minutes

1. In the read-aloud you heard, “Alexander realized he would have 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,” or “I tried to tame a \_\_\_\_\_ once.”]
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. Directions: You have heard that the word *tame* means to make gentle or obedient. 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**



# Alexander the Great, Part I

11<sub>B</sub>

## Extensions

20 minutes

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

**Note:** Be 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 square this Image Card should go in. Have a volunteer place the Image Card in the “Leaders” square. 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.

- ✦ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

### Writing a Fictional Narrative: Draft (Instructional Masters 10B-1 and 11B-1)


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 brainstorming map 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 common number of sentences for a paragraph with an introductory and concluding

sentence. Explain that the first sentence should be an introductory sentence to tell who their made-up character is and where s/he lives—e.g., “Linus 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., “Linus has a wife, Queen Agatha, and two children, Petros and Rachael. Linus spends his days meeting with his councilmen, making laws, and training with his soldiers. Sometimes, he has to fight bravely 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 Linus 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 writing 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.

 Above and Beyond: You may wish to have some students use Instructional Master 11B-1 to complete this exercise on their own.



# Alexander the Great, Part II

# 12

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Describe the accomplishments of Alexander the Great

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a map of the empire of Alexander the Great using the story “Alexander the Great, Part II” (RI.2.7)
- ✓ Describe the life of someone living in the time of ancient Greece using details from “Alexander the Great, Part II” (RI.2.8)
- ✓ Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end (W.2.3)
- ✓ Participate in a shared writing project for a fictional narrative (W.2.7)
- ✓ Share the edited narrative paragraph about someone living in the time of ancient Greece and discuss with one or more peers (W.2.5)
- ✓ Determine the meanings of words, such as *invader*, by using the root word as a clue (L.2.4c)
- ✓ Prior to listening to “Alexander the Great, Part II,” identify orally what they know and have learned about Alexander the Great’s early life

- ✓ Prior to listening to “Alexander the Great, Part II,” orally predict what Alexander’s greatest adventure will be and then compare the actual outcome to the prediction

## 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 Olympic champion flung his discus farther than anyone else.

*Variation(s):* fling, flings, flinging

**invader, n.** Someone who enters a place, such as a country, by force in order to conquer it


*Example:* Alexander the Great is 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><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 II</b>            | Poster 1 (Map of Ancient Greece);<br>world map or globe   | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                 |   | 10             |
|  | <b>Word Work: Invader</b>                      |   | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |                |
| <i><b>Extensions</b></i>   | <b>Map of Alexander the Great’s Empire</b>     | Instructional Master 12B-1;<br>Poster 1   | 20             |
|  | <b>Writing a Fictional Narrative: Edit</b>     | Instructional Masters 10B-1, 11B-1, 12B-2;<br>chart paper, chalkboard, or whiteboard<br>[This exercise requires advance preparation.] |                |



# Alexander the Great, Part II

12<sub>A</sub>

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

**10** minutes

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

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 of the wild horse Bucephalus, and tame him?
- What was Alexander like as a leader and warrior?

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

Reread the last paragraph from "Alexander the Great, Part I": "But Greece was not enough for the ambitious king. He put one of his trusted advisors in charge of 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." Ask the students to predict what they think Alexander's greatest adventure will be and whether Alexander will be successful.

### **Purpose for Listening**

Tell 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? (Xerxes and the Persian soldiers)

2 or threw with great force

3 Why do you think it was so important to King Alexander that he be remembered this way?



### ◀ Show image 12A-2: Greek citizens cheering Alexander's army

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!”

Leading the army down the coast of the Aegean 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 well-known book called *The Iliad* (ILL-ee-ud). Since boyhood, Alexander had set a goal for himself: “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>

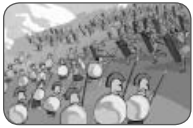
As Alexander continued down the Aegean coast, citizens of Greek city-states that had developed in Asia welcomed Alexander's army. “Alexander will free us from Persian rule!” the people cheered. “We will live as free Greeks once more.”

4 Do you think this was true?

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>

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?





← **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**

- 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?

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>



← **Show image 12A-5: Alexander in Egypt, writing to Aristotle**<sup>10</sup>

- 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?

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?

"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 of the importance of 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; he also 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?

19 What does *grand* mean?

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 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>

← **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.



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?

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>

"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**

22 Why do you think the men refused to obey Alexander?

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.

23 Do you really think Alexander thought he was a god? Why or why not?

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>

24 What do you think is going to happen to Alexander?



← **Show image 12A-10: Alexander, his generals gathered around him**

Alexander lay 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. 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. *Evaluative* Were your predictions about Alexander's greatest adventure correct? Why or why not? (Answers may vary.)
2. *Literal* What was Alexander the Great's goal in life? (to have undying fame as a great hero)
3. *Literal* What large animals confronted Alexander's army in India? (elephants) Did Alexander's army retreat when they saw the elephants? (no)
4. *Inferential* For what accomplishment is Alexander the Great remembered and named? (He created the largest empire in the world during his time.)
5. *Inferential* 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.)

6. *Evaluative* 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.)
7. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* What would you have done if you were Alexander the Great and had already conquered Greece and Persia? Would you have stopped there, or would you have continued conquering foreign lands? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Invader

5 minutes

1. In the read-aloud you heard, “The elderly priests smiled at the young *invader*.”
2. Say the word *invader* with me.
3. An invader is a person who enters a place, such as a country, by force 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. Directions: 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. 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. Remember to answer in complete sentences.

1. a teacher (A teacher is a person who teaches.)
2. a flyer (A flyer is a person who flies.)
3. a writer (A writer is a person who writes.)
4. a gardener (A gardener is a person who gardens.)
5. a painter (A painter is a person who paints.)



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



# Alexander the Great, Part II

12<sub>B</sub>

## Extensions

20 minutes

### Map of Alexander the Great's Empire (Instructional Master 12B-1)

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 Alexander the Great's empire. 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 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.

### Writing a Fictional Narrative: Edit (Instructional Masters 10B-1, 11B-1, 12B-2)

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. Use Instructional Master 12B-2 as a checklist for students to edit their fictional narratives. This checklist includes the basic items for students to review, such as using punctuation

at the end of each sentence, commas between items in a list, and capital letters at the beginning of each sentence. In addition, the checklist includes additional lines on which you may also include specific writing concepts students are currently learning.

Allow students to share any mistakes they see, what they like about what has been written, 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.





# Domain Review



## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Describe the terrain of ancient Greece and how it affected 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*
- ✓ Explain 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
- ✓ Explain that Athens is named after the goddess Athena
- ✓ Describe the city-state Athens
- ✓ Describe how Athenians worshipped Athena

- ✓ Identify the Parthenon
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Explain how Athenian boys and girls were educated
- ✓ Explain that women did not have as many rights as men in Greek society
- ✓ Compare/contrast life in Sparta and Athens
- ✓ Explain 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

## Review Activities

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### Image Review

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Show the Flip Book images from the *Tell It Again! Flip Book for The Ancient Greek Civilization*, and have students retell a 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 a 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.

## Using a Map

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### **Materials: 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 (Map of Ancient Greece), 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 (Battle of Thermopylae), 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:** Be 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 square to each group, and have every group draw a picture and write a sentence about the images in their square. Allow the groups to share their drawings and sentences with the class.

✈ Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own if they have not done so already.

## Venn Diagram

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### Materials: Instructional Master DR-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. If they choose the philosophers, you may wish to have them either compare and contrast two of the philosophers, or create a three-circle Venn diagram to compare and contrast all three philosophers.

- 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

✈ Above and Beyond: You may wish to have students complete Instructional Master DR-1 on their own.

## Key Vocabulary Brainstorming

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### Materials: Chart paper, chalkboard, or whiteboard

Give 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 chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I am the location of a battle during which Pheidippides ran as fast as he could to get help from the people of Sparta, and then he ran from me another twenty-six miles to announce victory in Athens. What am I? (Marathon, or Plain of 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 when he was a 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 ask each to 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.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The Ancient Greek Civilization*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Ancient Greek Civilization*.

## Part I (Instructional Master DA-1)

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Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Conquest:** The empire obtained new land after the conquest of the neighboring country. (smiling face)
2. **Messenger:** The student was a good messenger and gave the correct information to his parents from the teacher. (smiling face)
3. **Invader:** Alexander the Great is a famous invader of the Persian Empire. (smiling face)
4. **Debated:** The students debated about whether they liked math or reading time better. (smiling face)
5. **Democracy:** Democracy is a way of ruling that gives all of the power to the king. (frowning face)
6. **Marathon:** A short distance race is called a marathon. (frowning face)

7. **Philosopher:** A philosopher studies life, knowledge, and truth. (smiling face)
8. **Tribute:** A tribute is a gift or compliment that is given to honor or remember someone. (smiling face)
9. **Architecture:** Architecture is the study of farming. (frowning face)
10. **Assembly:** The students were invited to the assembly to hear a speech from the new principal. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Channel:** A strip of water between two bodies of land is called a channel. (smiling face)
12. **Independently:** Something that is done without help is done independently. (smiling face)
13. **Marvelous:** A performance that is excellent, or wonderful, might be called marvelous. (smiling face)
14. **Permanently:** Something that is done all the time is done permanently. (smiling face)
15. **Tame:** An animal that is not gentle and obedient is tame. (frowning face)

## Part II (Instructional Master DA-2)

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Directions: We will 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. **Athena/Zeus/Apollo:** In ancient Greek religion, I am the king of all the gods and goddesses on Mount Olympus. (Zeus)
2. **Zeus/Hermes/Athena:** 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. **Aristotle/Alexander the Great/Plato:** I received my name because I conquered so many areas during my lifetime. (Alexander the Great)
4. **Socrates/Plato/Aristotle:** I was a philosopher who lived in ancient Greece and asked a lot of questions. (Socrates)

### Part III (Instructional Master DA-3)

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Directions: I will read a sentence about the ancient Greek civilization. If the sentence is correct, circle the smiling face. If the sentence is not correct, circle the frowning face.

1. The largest Greek island in the Aegean Sea is Thermopylae. (frowning face)
2. The ancient Greeks believed that Mount Olympus was the home of the most powerful gods and goddesses. (smiling face)
3. The Olympic Games were first held on the island of Crete and were contests in which the ancient Greek philosophers competed. (frowning face)
4. Women were allowed to be a part of the government in the city-states of Sparta and Athens. (frowning face)
5. The city-state of Athens is considered the birthplace of democracy. (smiling face)
6. In Athens, boys were educated in school, but girls were educated at home. (smiling face)
7. The Parthenon was a temple in Athens dedicated to the goddess Athena. (smiling face)
8. The word *marathon* is used today to describe a long-distance race because of the long distance Pheidippides ran after the battle between the Greeks and the Persians. (smiling face)
9. Socrates, Plato, and Aristotle were considered great philosophers of ancient Persia. (frowning face)
10. The larger army of the Persians attacked the Greeks at Thermopylae, but the Greeks used their strategy to win. (smiling face)



11. As a young boy, Alexander the Great never learned how to ride a horse, so he fought all his battles on foot. (frowning face)

#### **Part IV (Instructional Master DA-4)**

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Directions: Write a few words, phrases, or sentences to answer each question or statement.

**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/tell me 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?



# Culminating Activities



## ***Note to Teacher***

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## ***Remediation***

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You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the Supplemental Guide, if available

## ***Enrichment***

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### **Writing Prompts**

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Students may be given an additional writing prompt such as the following:

- 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 \_\_\_\_\_ because . . .

### **You Were There: Ancient Greece**

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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 listening to 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.

### **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 ask each to 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.

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

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

Read a trade book to review a particular person or 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.

## Poetry Reading (Instructional Master CA-1)

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Tell 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 CA-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?*

## Dinner Party

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### **Materials: White sheets; various foods from Greece**

Tell students that they are going to have a Greek “dinner party.” Have students bring in a white sheet 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.

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.

## 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 olive trees 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 are 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.

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 in a frying pan on medium heat. Pour in 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.

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.



**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.

| The Ancient Greek Civilization Chart |                    |
|--------------------------------------|--------------------|
| <b>Jobs</b>                          | <b>City-States</b> |
| <b>Leaders</b>                       | <b>Religion</b>    |

## The Ancient Greek Civilization Chart

### Contributions



Dear Family Member,

Over 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 democratic government. Your child will be introduced to the geography and gods and goddesses 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.

### 1. Draw and Write

Ask your child to draw and/or write about what s/he is learning 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 or a strong will.

### 3. Words to Use

Below is a list of some of the words that your child will be learning about and using. 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; the ancient Greeks gathered there to honor the gods with 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. Set aside time to read to your child and also time to listen to your child read to you. Attached is a list of recommended trade books related to *The Ancient Greek Civilization*. Many of these may be found at the library.

Be sure to let your child know how much you enjoy hearing what s/he has learned at school.

## ***Recommended Resources for The Ancient Greek Civilization***

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### **Trade Books**

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1. *Ancient Greece*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050164
2. *Ancient Greece (DK Eyewitness Books)*, by Anne Pearson (DK Children, 2007) ISBN 978-0756630027
3. *Ancient Greece (True Books: Ancient Civilizations)*, by Sandra Newman (Children's Press, 2010) ISBN 978-0531241073
4. *Ancient Greece (Cultural Atlas for Young People)*, by Anton Powell (Chelsea House Publications, 2007) ISBN 978-0816068210
5. *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics*, by Mary Pope Osborne and Natalie Pope Boyce (Random House Books for Young Readers, 2004) ISBN 978-0375823787
6. *The Gods and Goddesses of Olympus*, by Alikì (HarperCollins, 1997) ISBN 978-0064461894
7. *The Greeks (Starting History)*, by Sally Hewitt (Smart Apple Media, 2008) ISBN 978-1599200453
8. *Hour of the Olympics* (Magic Tree House, No. 16), by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890621
9. *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece*, by Fiona Macdonald (Kingfisher Publications, 2012) ISBN 978-0753467053
10. *Life in a Greek Trading Port*, by Jane Shuter (Heinemann Library, 2005) ISBN 978-1403464514
11. *Life in Ancient Athens*, by Jane Shuter (Heinemann Library, 2005) ISBN 978-1403464507
12. *Tools of the Ancient Greeks: A Kid's Guide to the History & Science of Life in Ancient Greece*, by Kris Bordessa (Nomad Press, 2006) ISBN 978-0974934464

## Websites and Other Resources

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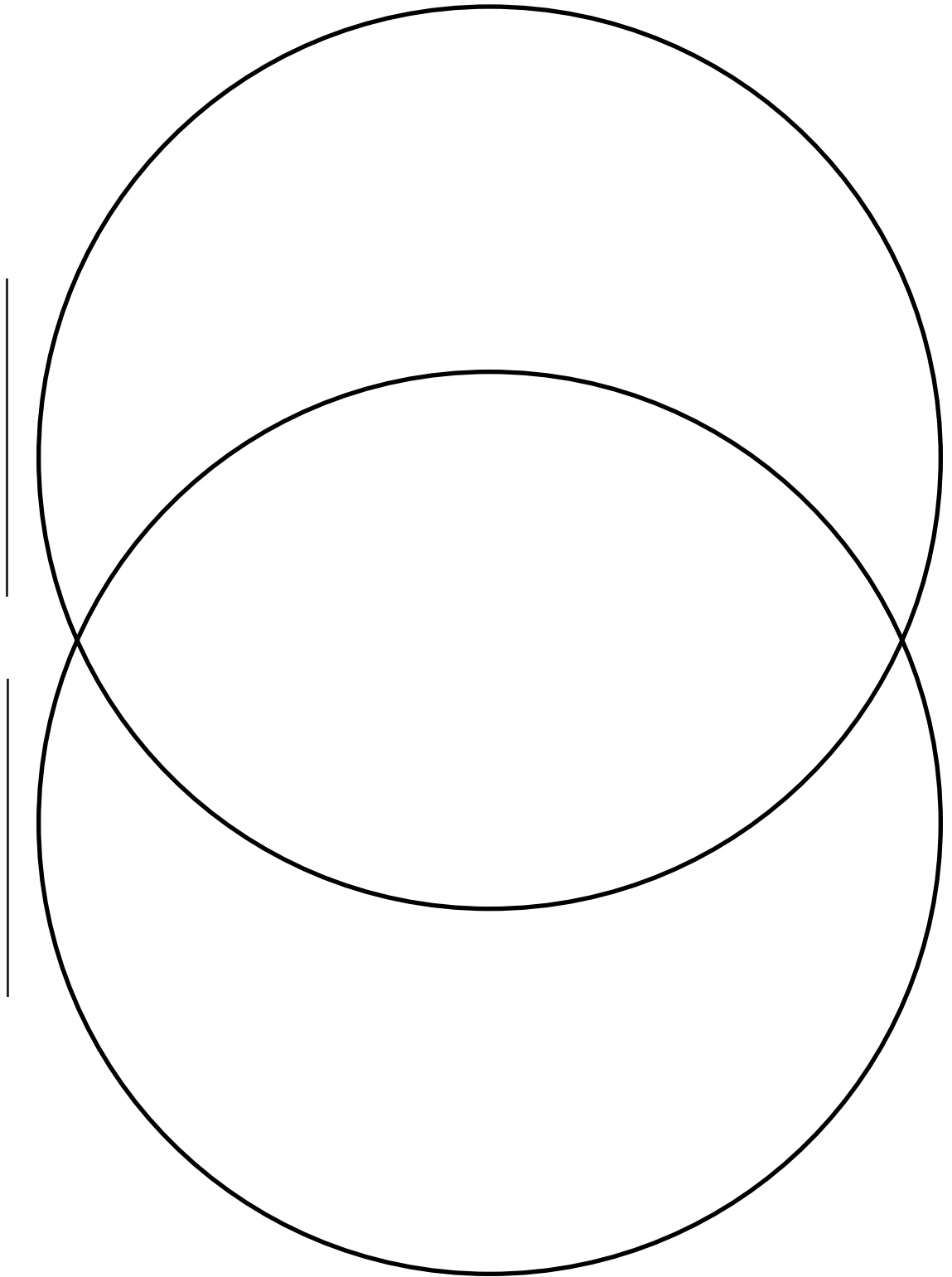
### *Student Resources*

1. Ancient Greek Gods  
<http://bit.ly/Z0qLRi>
2. Birmingham Museum and Art Gallery for Kids: Ancient Greece  
<http://bit.ly/VeuRIR>
3. Metropolitan Museum of Art  
<http://bit.ly/Wk46nP>
4. Socrates, Plato, and Aristotle  
<http://bit.ly/13qiNrS>

### *Family Resources*

5. Battle of Marathon  
<http://bit.ly/XnCFGV>
6. Sparta  
<http://bit.ly/Y81eYx>
7. The Parthenon  
<http://bit.ly/ZEI2Tk>

*Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are similar 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 Family Member,

I hope your child is enjoying 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 what his or her life might be like 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 is learning about the ancient Greek civilization, such as Pheidippides’s 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 or someone you know has lived his/her life in the same way that s/he has told others they should live.

### 3. Words to Use

Below is a list of some of the words that your child will learn about and use. Try to use these words as they come up in everyday speech with your child.

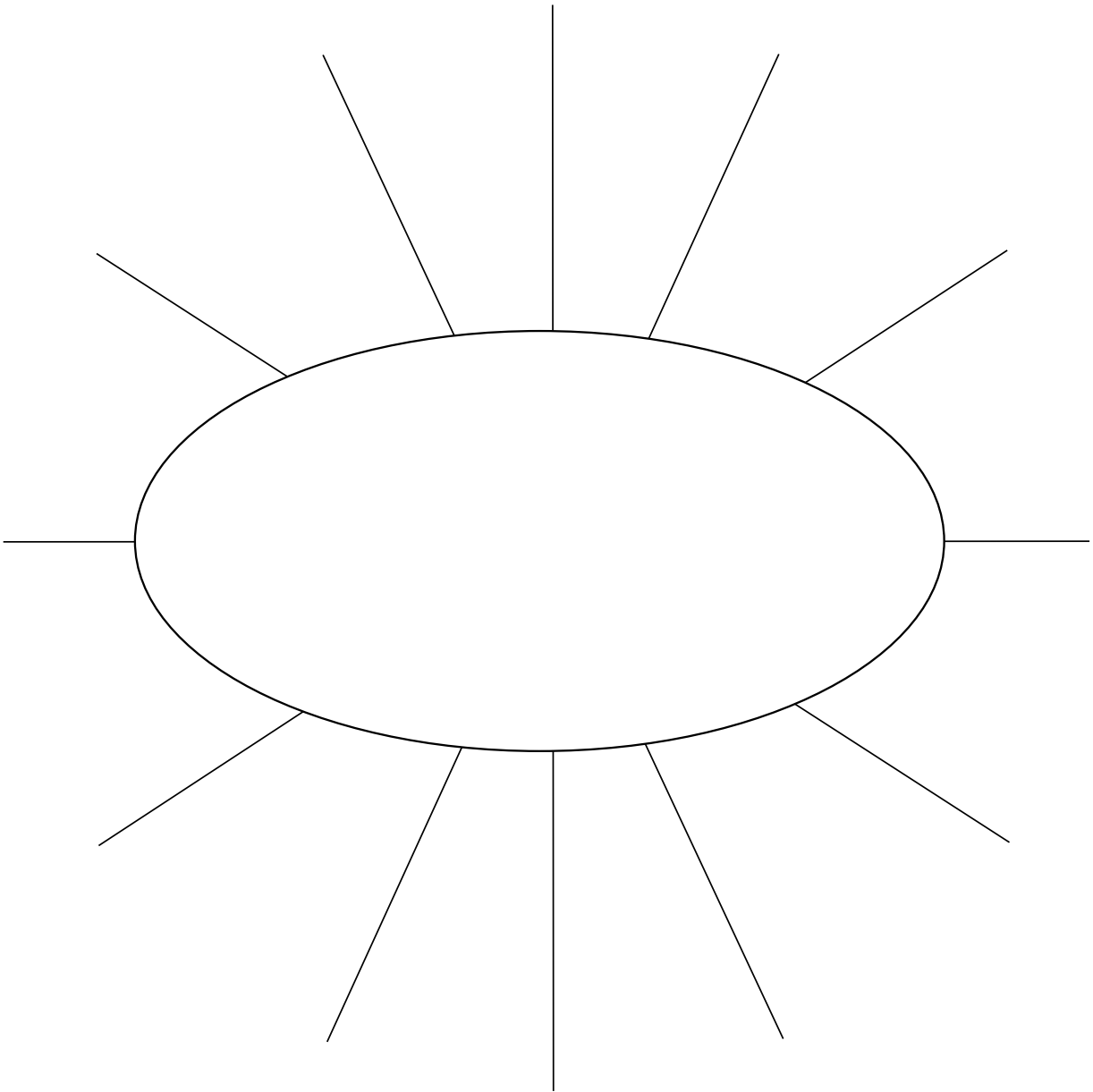
- *marathon*—The ancient Greeks honored Pheidippides for his twenty-six-mile marathon run.
- *channel*—Swimming through the cold waters of the English Channel has been a challenge for many long-distance swimmers.
- *philosopher*—Socrates was known as a famous Greek philosopher.
- *ambitious*—Alexander the Great was an ambitious leader who had a strong desire for success.
- *flung*—The Olympic 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. Set aside time to read to your child and also time to listen to your child read to you. Use the recommended trade book list sent with the previous family letter.

Be sure to let your child know how much you enjoy hearing what s/he has learned at school.

*Directions: Choose a character who lived in ancient Greek times (Spartan boy, Athenian girl, seafarer from Crete, etc.). Write the character's name in the center oval. On the spokes 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.*





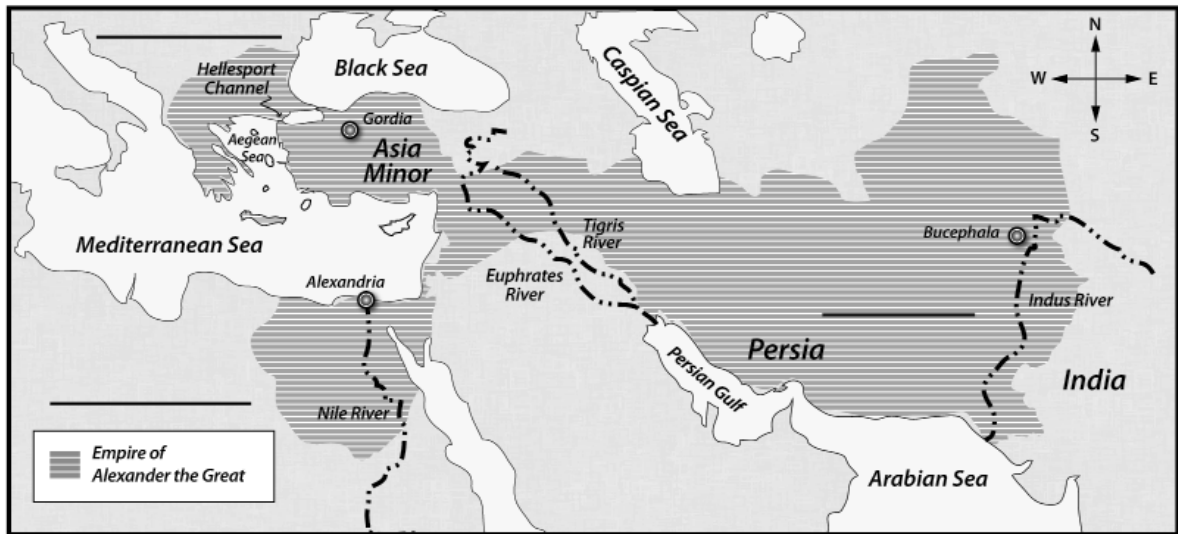
*Directions: Write the introductory sentence for your paragraph in the first rectangle. Write the three descriptive sentences in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.*

|  |
|--|
|  |
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|  |
|  |
|  |





## Alexander the Great's Empire



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 was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Directions: Use the map and the information you have learned from the read-alouds to answer the questions. Write a complete sentence for each answer.



Directions: Listen to your teacher's directions about this checklist. Then look at your writing to see if you have ended each sentence with the correct punctuation, put commas between items in a list, and started each sentence with a capital letter. Your teacher will let you know if there are other things you should look for in your writing.

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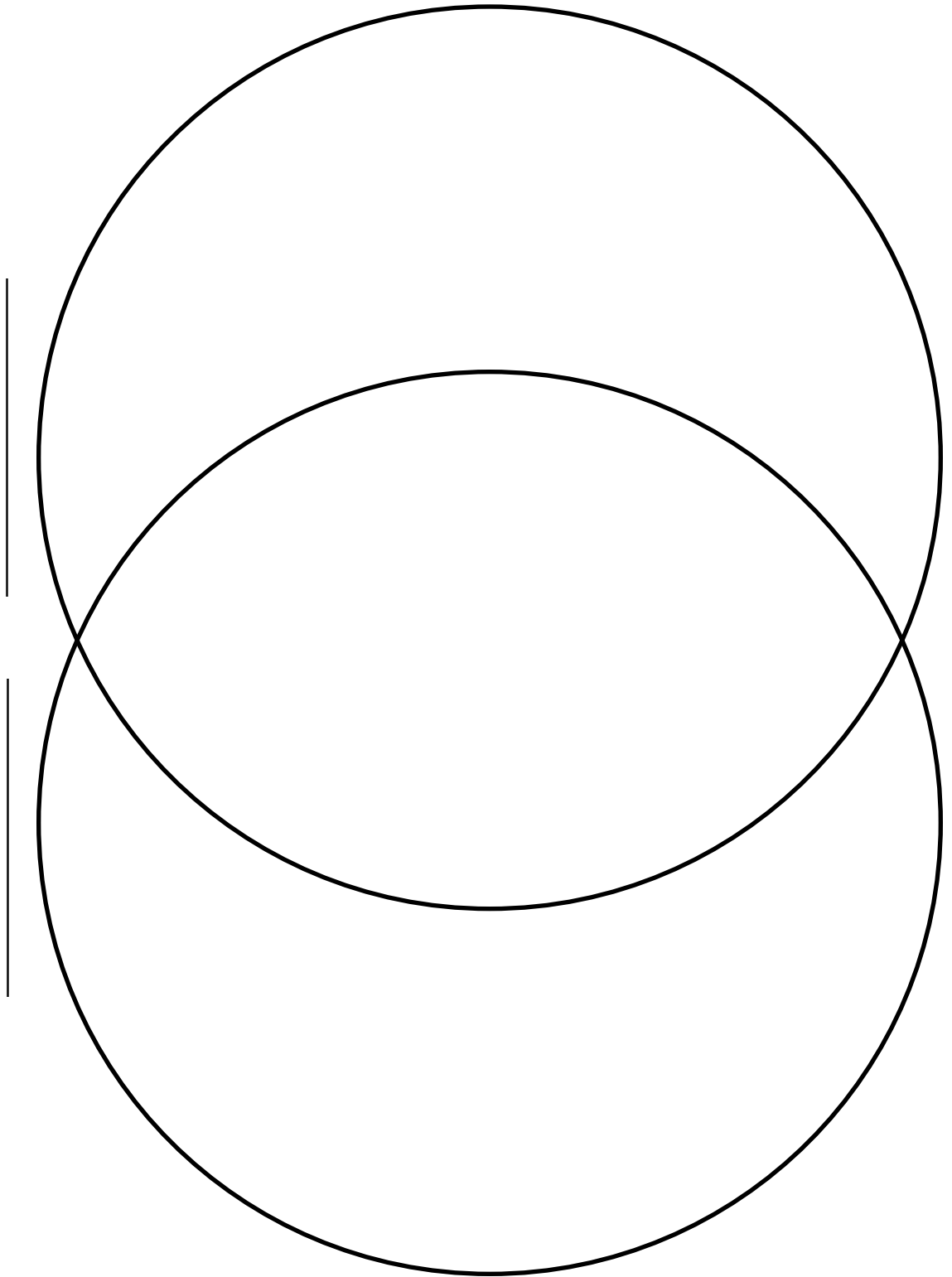


T

he cat ran.

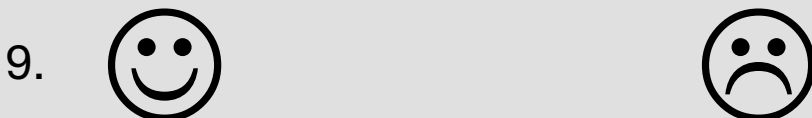
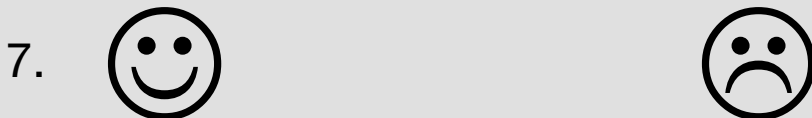
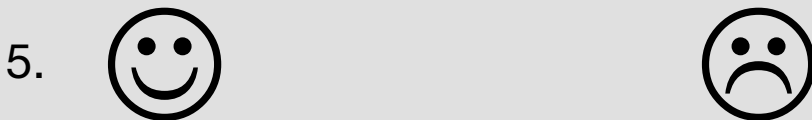
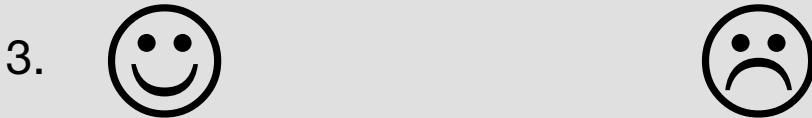
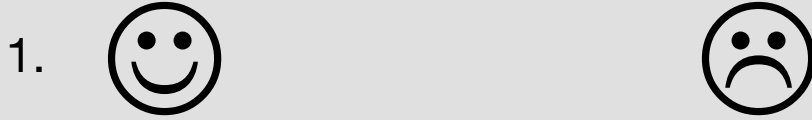


Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are similar in the overlapping part of the Venn diagram. Write how the topics are different in the circle for each topic.





Directions: Listen to your teacher's instructions.







Directions: Listen to your teacher's instructions.

|     |                       |                       |
|-----|-----------------------|-----------------------|
| 1.  | <input type="radio"/> | <input type="radio"/> |
| 2.  | <input type="radio"/> | <input type="radio"/> |
| 3.  | <input type="radio"/> | <input type="radio"/> |
| 4.  | <input type="radio"/> | <input type="radio"/> |
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| 7.  | <input type="radio"/> | <input type="radio"/> |
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| 9.  | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> |

|     |                                  |                                  |
|-----|----------------------------------|----------------------------------|
| 11. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 12. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 13. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 14. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 15. | <input type="radio"/>            | <input checked="" type="radio"/> |

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

**1. Zeus**

*In ancient Greek religion, I am the king of all the gods and goddesses on Mount Olympus.*

**2. Athena**

*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.*

**3. Alexander the Great**

*I received my name because I conquered so many areas during my lifetime.*

**4. Socrates**

*I was a philosopher who lived in ancient Greece and asked a lot of questions.*

Directions: Listen to the sentence read by the teacher. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.





Directions: Listen to the sentence read by the teacher. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false.

|     |                                  |                                  |
|-----|----------------------------------|----------------------------------|
| 1.  | <input type="radio"/>            | <input type="radio"/>            |
| 2.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3.  | <input type="radio"/>            | <input checked="" type="radio"/> |
| 4.  | <input type="radio"/>            | <input checked="" type="radio"/> |
| 5.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 6.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 7.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 8.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 9.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 10. | <input checked="" type="radio"/> | <input type="radio"/>            |

11.



*Directions: Listen to your teacher read each sentence. Think about the answer to the question. Write a few words, phrases, or sentences to answer each question or statement.*

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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*Directions: Use this paper for your summary. Remember to write in complete sentences that begin with a capital letter and end with the correct punctuation.*

Title: \_\_\_\_\_

[illegible]



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

# 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 |  |
| Number of Questions | 1  | 0              | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 2  | 0              | 5  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 3  | 0              | 3  | 7  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 4  | 0              | 3  | 5  | 8  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 5  | 0              | 2  | 4  | 6  | 8  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 6  | 0              | 2  | 3  | 5  | 7  | 8  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 7  | 0              | 1  | 3  | 4  | 6  | 7  | 9  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 8  | 0              | 1  | 3  | 4  | 5  | 6  | 8  | 9  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 9  | 0              | 1  | 2  | 3  | 4  | 6  | 7  | 8  | 9  | 10 |    |    |    |    |    |    |    |    |    |    |    |  |
|                     | 10 | 0              | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |    |    |    |    |    |    |    |    |    |    |  |
|                     | 11 | 0              | 1  | 2  | 3  | 4  | 5  | 5  | 6  | 7  | 8  | 9  | 10 |    |    |    |    |    |    |    |    |    |  |
|                     | 12 | 0              | 1  | 2  | 3  | 3  | 4  | 5  | 6  | 7  | 8  | 8  | 9  | 10 |    |    |    |    |    |    |    |    |  |
|                     | 13 | 0              | 1  | 2  | 2  | 3  | 4  | 5  | 5  | 6  | 7  | 8  | 8  | 9  | 10 |    |    |    |    |    |    |    |  |
|                     | 14 | 0              | 1  | 1  | 2  | 3  | 4  | 4  | 5  | 6  | 6  | 7  | 8  | 9  | 9  | 10 |    |    |    |    |    |    |  |
|                     | 15 | 0              | 1  | 1  | 2  | 3  | 3  | 4  | 5  | 5  | 6  | 7  | 7  | 8  | 9  | 9  | 10 |    |    |    |    |    |  |
|                     | 16 | 0              | 1  | 1  | 2  | 3  | 3  | 4  | 4  | 5  | 6  | 6  | 7  | 8  | 8  | 9  | 9  | 10 |    |    |    |    |  |
|                     | 17 | 0              | 1  | 1  | 2  | 2  | 3  | 4  | 4  | 5  | 6  | 6  | 7  | 7  | 8  | 8  | 9  | 9  | 10 |    |    |    |  |
|                     | 18 | 0              | 1  | 1  | 2  | 2  | 3  | 3  | 4  | 4  | 5  | 6  | 6  | 7  | 7  | 8  | 8  | 9  | 9  | 10 |    |    |  |
|                     | 19 | 0              | 1  | 1  | 2  | 2  | 3  | 3  | 4  | 4  | 5  | 5  | 6  | 6  | 7  | 7  | 8  | 8  | 9  | 9  | 10 |    |  |
|                     | 20 | 0              | 1  | 1  | 2  | 2  | 3  | 3  | 4  | 4  | 5  | 5  | 6  | 6  | 7  | 7  | 8  | 8  | 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 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

|      |   |
|------|---|
| 9–10 | Student appears to have excellent understanding               |
| 7–8  | Student appears to have good understanding                    |
| 5–6  | Student appears to have basic understanding                   |
| 3–4  | Student appears to be having difficulty understanding         |
| 1–2  | Student appears to be having great difficulty understanding   |
| 0    | Student appears to have no understanding/does not participate |



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