

Bearing the Torch: A Study of Ancient Greece

Grade Level: Second Grade

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Length of Unit: Six lessons

I. ABSTRACT

- A. This unit will focus on the study of Ancient Greece as stated in the *Core Knowledge Sequence*. The students will be introduced to geographical, historical, and cultural aspects of this time in history. These will include the location of the Mediterranean Seas, Crete, Sparta, Athens, and Mount Olympus. They will be immersed in the historical facts of the Persian Wars. Alexander the Great, the great thinkers Socrates, Plato, and Aristotle, the significance of Crete, and the development of Athens as the beginning of democracy. They will develop a strong sense of the cultural influence of this era through their study of the Olympic Games, the gods and goddesses and the Greek myths. A variety of auditory, visual and kinesthetic approaches will be used throughout the study of this unit. Upon completion of this unit, the students will have a strong knowledge of Ancient Greek history and how it has been a powerful force throughout history.

II. OVERVIEW

- A. Concept Objectives
1. Develop a sense of historical empathy, understand the meaning of time and chronology, and understand how belief systems (religion, philosophy) affect a society's actions.
 2. Learn what ideals inspire a people's sense of purpose and what visual images portray their idea of themselves through their myths, legends, values and beliefs.
 3. Develop an awareness of place, reasons why events occur in a certain place, understand the concept of region, and understand human movement.
 4. Understand the complex nature of a given culture through its history and sports.
- B. Content from the *Core Knowledge Sequence* (Second grade World History and Language Arts)
1. Ancient Greece
 2. Mythology of Ancient Greece
- C. Skill Objectives
1. The student will identify and locate the Mediterranean and Aegean Seas, Crete, Sparta, Athens and Mount Olympus on a map.
 2. The student will identify important eras of ancient Greek history on a time line.
 3. The student will be able to identify important facts about a god or goddess through a written report.
 4. The student will list the important facts about the three great thinkers using two column notes.
 5. The student will be able to identify a Greek myth.

6. The student will be able to orally describe the development of the Olympic Games.
7. The student will be able to locate on a map the route taken by the Greek army during the Persian Wars.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Ancient Greece*, by John H. Artman
 2. *Greece, The Hellenic Age*, by Marilyn Chase and Martha Cuhn
 3. *Greece, Our Global Village*, By Ellen M. Dolan
- B. For Students
 1. Review of early civilizations as taught in First Grade (CKS).

IV. RESOURCES

- A. *A Coloring Book of Ancient Greece*, Author unknown
- B. *The Gods and Goddesses of Olympus*, Aliko
- C. *Ancient Greece*, John H. Artman
- D. *Favorite Greek Myths*, Bob Blaisdell
- E. *Greece, The Hellenic Age*, Marilyn Chase and Martha Kuhn
- F. *Book of Greek Myths*, Ingri D'Aulaire and Edgar Parin
- G. *Greece, Our Global Village*, Ellen M. Dolan
- H. *Greek Myths*, Marilyn Evans and Leslie Tryon
- I. *Ancient Greece*, Avery Hart and Paul Mantell
- J. *The Greeks*, Sally Hewitt
- K. *Ancient Greeks*, Daisy Kerr
- L. *Traveler's Guide to Ancient Greece*, Fiona MacDonald
- M. *Fandex Mythology*, Kathryn and Ross Petris
- N. *Ancient Civilizations Greece*, Jane Pofahl
- O. *Storyteller's version of Greek Myths*, (audiotape), Jim Weiss
- P. *Storyteller's version of She and He: Adventures in Mythology*, Jim Weiss

V. LESSONS

Lesson One: Geography of Ancient Greece

- A. *Daily Objectives*
 1. Lesson Content
 - a. Mediterranean Sea and Aegean Sea
 - b. Crete
 - c. Sparta
 - d. Athens
 - e. Mount Olympus
 2. Concept Objective(s)
 - a. Develop an awareness of place, reasons why events occur in a certain place, understand the concept of region, and understand human movement.
 3. Skill Objective(s)

- a. The student will identify and locate the Mediterranean and Aegean Seas, Crete, Sparta, Athens and Mount Olympus on a map.
- b. The student will identify important eras of ancient Greek history on a time line.

B. *Materials*

1. Appendix A
2. Appendix B
3. Appendix C
4. Chart paper
5. Black marker
6. World map
7. Lined paper
8. Pencils
9. Crayons or colored pencils
10. Appendix D

C. *Background Notes*

Greece is located on the continent of Europe. It is located on a peninsula jutting out into the Mediterranean Sea. The Aegean Sea is to the east and the Ionian Sea is to the west. A thin strip of land connects Greece's northern mainland to the Peloponnesus, which is another name for southern Greece. Greece has poor soil full of rocks making it difficult to farm, and its climate is dry and warm. However, the location is perfect for seafaring. The Greeks have always been excellent fishermen and sailors. Mountains and small valleys divide the land into many small areas. Each area is cut off from its neighbors, and during ancient times each one became a mini country or city-state. Crete is an island in the Mediterranean Sea, which is south of the coast of Greece. Athens and Sparta were both well-known city-states. Athens was located in northern Greece, while Sparta is located on the Peloponnesus. Mount Olympus is located in northern Greece and is known throughout Greek mythology as the "home of the Gods."

D. *Key Vocabulary*

1. Mediterranean Sea—a large body of water that separates Europe from Africa
2. Aegean Sea—a sea located on the east coast of Greece
3. Crete—an island located in the Mediterranean Sea where Greek civilization began
4. Sparta—an ancient Greek city-state located in southern Greece
5. Athens—an ancient Greek city-state located in northern Greece, it is the capital of modern Greece

E. *Procedures/Activities*

1. Introduce the Key Vocabulary. Using post-it note chart paper, make two column notes. Divide the chart paper into equal halves, lengthwise. First, place a vocabulary word on the left-hand side of the paper. Next, write the meaning of the word directly across the page from the word on the right hand side of the page. Continue this pattern for the entire vocabulary list. You will be adding to the vocabulary list during each lesson. Have the students follow the same procedure. First, have the children fold a piece

beings that ruled storms, seasons, stars, the growing of things, love death—everything. These gods lived forever. When the Romans conquered the Greeks, they took over the Greek gods and worshipped them under Roman names. Here is the Greek story of how the world came to be:

Earth came to be so long ago that no one knows when or how. Then Uranus, the sky, joined with Earth, and all living things were formed. In time, Cronus, a son of Mother Earth and Uranus, became the lord of the universe. In turn, Cronus' son Zeus and his brothers, Poseidon and Hades, divided the world into three parts. Poseidon chose to rule the sea; Hades, who was rather gloomy, chose the kingdom of the dead; Zeus was chosen to reign over all. Zeus had a palace built on top of Mount Olympus, the highest mountain in Greece. All the gods except Poseidon and Hades lived there. Hera was Zeus' beautiful queen. The son, Ares, the god of war, was tall and handsome. He liked nothing better than war. Hephaestus was the god of fire. He was lame, but very skilled with his hands. It was he who made the weapons, chariots, and jewelry for the gods. Aphrodite, the goddess of love, was the wife of Hephaestus. The twins, Apollo and Artemis, were the children of Zeus. Apollo was the god of light and music. Each day he drove the chariot of the sun across the sky, bringing light to the earth. Artemis, the goddess of the hunt, made Zeus promise that she would never have to marry. Other children of Zeus were Hermes, Dionysus, and Athena. Hermes was the messenger of the gods and he was the god of gymnastic sports. Dionysus was the god of wine. He was a happy and peaceful god. Athena was the goddess of wisdom. She led armies, but only those that fought for right causes. Eros was the god of love.

D. *Key Vocabulary*

1. Zeus—chief god of Mount Olympus
2. Hera—Zeus' wife
3. Apollo—god of light and music
4. Artemis—goddess of the hunt
5. Poseidon—ruler of the sea
6. Aphrodite—goddess of love
7. Eros—god of love
8. Ares—god of war
9. Hermes—messenger of the gods
10. Athena—goddess of wisdom
11. Hephaestus—god of fire
12. Dionysus—god of wine
13. Hades—god of the dead

E. *Procedures/Activities*

1. Introduce and add vocabulary to the vocabulary chart from lesson using the procedure used in Lesson One.
2. Read various stories about the gods and goddesses using sources from the Bibliography. i.e. *Fandex Mythology*
3. Assign each student a god or goddess to do a one-paragraph report about. You may use library sources and/or computer lab research using Encarta.

(This makes an excellent lesson for the computer teacher to teach computer skills).

4. Set deadlines for reports.
- F. *Evaluation/Assessment*
1. This lesson will be evaluated when the reports are completed and turned in. (See Appendix E for rubric).
- G. *Standardized Test/State Test Connections*
1. Colorado State Standards, History Standard 6 – Students know that religious and philosophical ideas have been powerful forces throughout history. (6.1)

Lesson Three: Great Greek Thinkers

- A. *Daily Objectives*
1. Lesson Content
 - a. Great thinkers: Socrates, Plato, and Aristotle
 - b. Athens, as a city state: the beginnings of democracy
 2. Concept Objective(s)
 - a. Develop a sense of historical empathy, understand the meaning of time and chronology, and understand how belief systems (religion, philosophy) affect a society's actions.
 3. Skill Objective(s)
 - a. The student will list the important facts about the three great thinkers using two column notes.
 - b. The student will identify important eras of ancient Greek history on a time line.
- B. *Materials*
1. Two pages of chart paper
 2. Black marker
 3. Lined paper
 4. Pencil
 5. Appendices C and D
- C. *Background Notes*
- Three of the greatest thinkers of all time are Socrates, Plato, and Aristotle. Socrates (469–349 BC) was the teacher of Athenian youth, and the moral conscience of the city. He sought answers to such questions as, “What is justice? Truth? Beauty?” He believed that if man knew who he was, he would seek justice, truth, and goodness in his daily life.
- Plato (427–347 BC), a student of Socrates, was interested in what constituted an ideal society. He wrote a book, *Republic*, in which he described a society based on his belief that in man there are three sets of basic instincts.
- Aristotle (384–322 BC), a student of Plato, was most concerned with systematizing all fields of knowledge. He excelled at biology and zoology. He was the first to classify plants and animals. His approach was based on observation of people and their behavior.
- These great thinkers were all from Athens. Athens was one of the great cities in history. The city was named for the goddess Athena and the city's patron. The

early population was made up of families and tribes that were governed by kings. As this city–state grew larger, a crisis arose between the small farmers and the aristocrats. Economies and social reforms were institutes in 594 BC. In 508 BC, more reforms were made that made Athens the first democracy.

- D. *Key Vocabulary*
1. Socrates–the first of the great Greek thinkers
 2. Plato–a student of Socrates
 3. Aristotle–a student of Plato
 4. Athens–a city–state of ancient Greece, the birth place of democracy
 5. Democracy–government of the people
- E. *Procedures/Activities*
1. Introduce and add the key vocabulary to the vocabulary chart. Use the same procedures outlines in Lessons One and Tow.
 2. Present the Background Notes in lecture form. Put important facts about each philosopher into column notes. On the board or chart paper, divide the space into two equal parts lengthwise. Place the philosopher’s names on the left hand side of the page. On the right hand side of the page, write down important facts about them.
 3. Have the students copy the information from the chart.
 4. Using Appendices C and D. continue to work on time line presented in Lesson One.
- F. *Evaluation/Assessment*
1. This lesson will be evaluated by how the student participates in class discussion.
- G. *Standardized Test/State Test Connections*
1. Colorado State Standards, History Standard 5 – Students understand political institutions and theories that have developed and changed over time. (5.1 and 5.2)

Lesson Four: Wars and Conquests of the Ancient Greeks

- A. *Daily Objectives*
1. Lesson Content
 - a. Persian Wars: Marathon and Thermopylae
 - b. Alexander the Great
 2. Concept Objective(s)
 - a. Develop a sense of historical empathy, understand the meaning of time and chronology, and understand how belief systems (religion, philosophy) affect a society’s actions.
 3. Skill Objective(s)
 - a. The student will identify important eras of ancient Greek history on a time line.
 - b. The student will be able to locate on a map the route taken by the Greek army during the Persian Wars.
- B. *Materials*
1. Chart paper
 2. Black marker

3. Crayons or colored pencils
4. Lined paper
5. Appendices A–D

C. *Background Notes*

Darius, the king of Persia, controlled Asia Minor and some of the Greek cities. In 499 BC these cities rebelled against the Persians. Athens was one that helped. In 490 BC, Darius decided to teach the Athenians a lesson. An army of 20,000 men landed at the bay of Marathon, twenty–five miles northwest of Athens. The Greeks met them with a force of 11,000. Before the battle, the Athenians sent Pheidippides, the fastest runner in Greece, to bring help from Sparta, which was 150 miles away. The Spartans wouldn't come because of a religious festival and didn't get there until after the battle. Pheidippides supposedly ran through the hills from Athens to Sparta in two days. The Greeks had been watching the Persians from the hills and decided to take them by surprise. They knew they were outnumbered and did the attack on the run. This was the first time in history that Greeks ran toward an enemy. The Persians thought they were crazy, but this lightning attack won the day for the Athenians. They drove them to their ships.

Thermopylae – Xerxes became king of Persia after his father's death in 486 BC. He decided to invade Greece to avenge the defeat at Marathon. He gathered a huge army and invaded Greece from the northeast in 480 BC. The army was also supported by 800 war ships. The Greeks met them at the narrow pass at Thermopylae. It was a perfect place for a small army to hold off a larger one. Here King Leonidas of Sparta, with 300 Spartans and a few thousand other Greeks fought against odds of nearly 40 to 1. For two days they held the pass. Greek traders led the Persians through little known mountain passes and they surrounded Leonidas and the other Greeks. The Greeks were defeated.

Alexander the Great was the king of Macedonia, and the eventual conqueror of the known world of his day. He believed in heroes. His mother told him the great Achilles was his ancestor, and his father was descended from Heracles. The great Aristotle was his tutor and from him Alexander got a great interest in other countries and races. He was nineteen or twenty when he became king. Over the next several years he conquered several armies, creating a large empire. He died in 323 BC. After his death, his kingdom was divided and his empire lost power.

D. *Key Vocabulary*

1. Alexander the Great–conqueror of the known world
2. Marathon–a bay in Athens where a war with Persia took place
3. Thermopylae–the second Persian war

E. *Procedures/Activities*

1. Introduce and add the key vocabulary to the vocabulary chart using the same procedure as used in Lessons One through Three.
2. Present Background Notes in lecture style.
3. Have the students trace the events of the two Persian Wars on the map used in Lesson One (Appendix A).
4. Complete time line from Lessons One and Two (use Appendices C and D).

F. *Evaluation/Assessment*

1. The students will be evaluated on participation in class discussion and the completion of the assignment outlined in point three of the above procedures.
- G. *Standardized Test/State Test Connections*
1. History Standard 1 – Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Lesson Five: Greek Myths

A. *Daily Objectives*

1. Lesson Content
 - a. Greek Myths
2. Concept Objective(s)
 - a. Learn what ideals inspire a people's sense of purpose and what visual images portray their idea of themselves through their myths, legends, values and beliefs.
3. Skill Objective(s)
 - a. The student will be able to illustrate a Greek myth.

B. *Materials*

1. Chart paper
2. Black marker
3. Drawing paper
4. Crayons or colored pencils
5. Teacher selection of books from Bibliography

C. *Background Notes*

In this lesson the children will be exposed to the Greek myths listed in the language arts section of the *Core Knowledge Sequence*. Below is a list of these myths with a brief synopsis.

1. Prometheus: This is a story about how mankind first received fire. Prometheus felt sorry for the humans who were suffering. He took fire from Mount Olympus and brought it to the humans.
2. Pandora's Box: This is a story that explains how evil was first released into the world.
3. Oedipus and the Sphinx: In this story, Theseus enters the Labyrinth to battle the Minotaur. He succeeds, and as a result, his people are no longer slaves.
4. Daedalus and Icarus: Daedalus and Icarus were in prison. They built wings and flew out of the prison. Even though Icarus was warned, he flew close to the sun and his wings melted. He fell into the sea.
5. Arachne the Weaver: Arachne thought she was the best weaver and bragged about her skills. As a result, she was turned into the first spider.
6. Swift-footed Atlanta: Atlanta was the fastest runner. Her father had said that she would marry the man that could beat her in a foot race. All the young men came to race against her.
7. Demeter and Persephone: Persephone was taken to the underworld to be Hades' wife. Demeter searched the earth for her. Demeter refused to let

anything grow until she found Persephone. Zeus stepped in and made Hades give Persephone back.

8. Hercules and the Labors of Hercules: This story is about the ten labors that Hercules had to perform in order to become immortal.

D. *Key Vocabulary*

1. Myths—stories told by ancient people

E. *Procedures/Activities*

1. Introduce and add the key vocabulary to vocabulary chart. Use procedure from previous lessons.
2. Read several Greek myths aloud to class. See Background Notes and Bibliography for books.
3. Give each student a blank piece of drawing paper. Have them each pick their favorite myth to illustrate.
4. The students will share their illustrations with the entire class.

F. *Evaluation/Assessment*

1. The students will be evaluated on the artwork and participation in class discussion.

G. *Standardized Test/State Test Connections*

1. Colorado State Standards, Reading and Writing Standard 6 – Students read and recognize literature as a record of human experience.

Lesson Six: Olympic Games

A. *Daily Objectives*

1. Lesson Content
 - a. Olympic Games
2. Concept Objective(s)
 - a. Understand the complex nature of a given culture through its history and sports.
3. Skill Objective(s)
 - a. The student will be able to orally describe the development of the Olympic Games.

B. *Materials*

1. Chart paper
2. Black marker
3. Review sheet for unit test (Appendix F)
4. Test (Appendix G)

C. *Background Notes*

The ancient Greeks thought that it was very important to develop their bodies. Athletics were an important part of their religious festivals. They believed that athletic competition honored the spirits of the dead and pleased the gods. The Olympic Games were the greatest of these festivals. They were held every four years in honor of Zeus, their supreme god. Competitors came from all over Greece to compete in the Olympics. The contests were held in the great stadium of Olympia that seated over 40,000 people. The competitions included foot races, wrestling, the pentathlon (long jump, discus throw, javelin throw, sprint), boxing, four horse chariot races and the pancration, a savage sport that combined

wrestling and boxing. The winners received a wreath and became heroes. Some winners received a great deal of money.

- D. *Key Vocabulary*
 - 1. Olympic Games—athletic contest held every four years in honor of Zeus
 - 2. Discus—a round metal disc
 - 3. Javelin—a type of spear
 - 4. Wreath—a round piece of greenery placed on the winner’s head
- E. *Procedures/Activities*
 - 1. Introduce and add the key vocabulary to the vocabulary chart used in the first five lessons.
 - 2. Present the Background Notes on the Olympic Games in lecture style.
 - 3. Have each student orally present the reports that were assigned in Lesson Two.
 - 4. Pass out review sheet (Appendix F) and go over as a class in review for the final test.
- F. *Evaluation/Assessment*
 - 1. The students will be evaluated with a written test given during the next class period (Appendix G).
- G. *Standardized Test/State Test Connections*
 - 1. Colorado State Standards, History Standard 6 – Students know that religious and philosophical ideas have been powerful forces throughout history. (6.1)

VI. CULMINATING ACTIVITY

- A. At the conclusion of the unit, students will participate in a class Olympic Games. Some of the events that you may want to include are: an opening ceremony, where students pass an Olympic torch to each other, the discus throw (using Frisbees), foot races (like the fifty yard dash), relay races (passing a baton), chariot races (using boxes for chariot, jump ropes for reigns, and children for horses), and an award ceremony in which wreaths are given to all participants.
- B. You may consider setting up a market place at the end of the games where students may purchase refreshments with play Greek money they have earned during the course of the unit for doing various things. For example, coins may be presented at the end of the day for those who have had no discipline problems. See Appendix H for the money patterns.

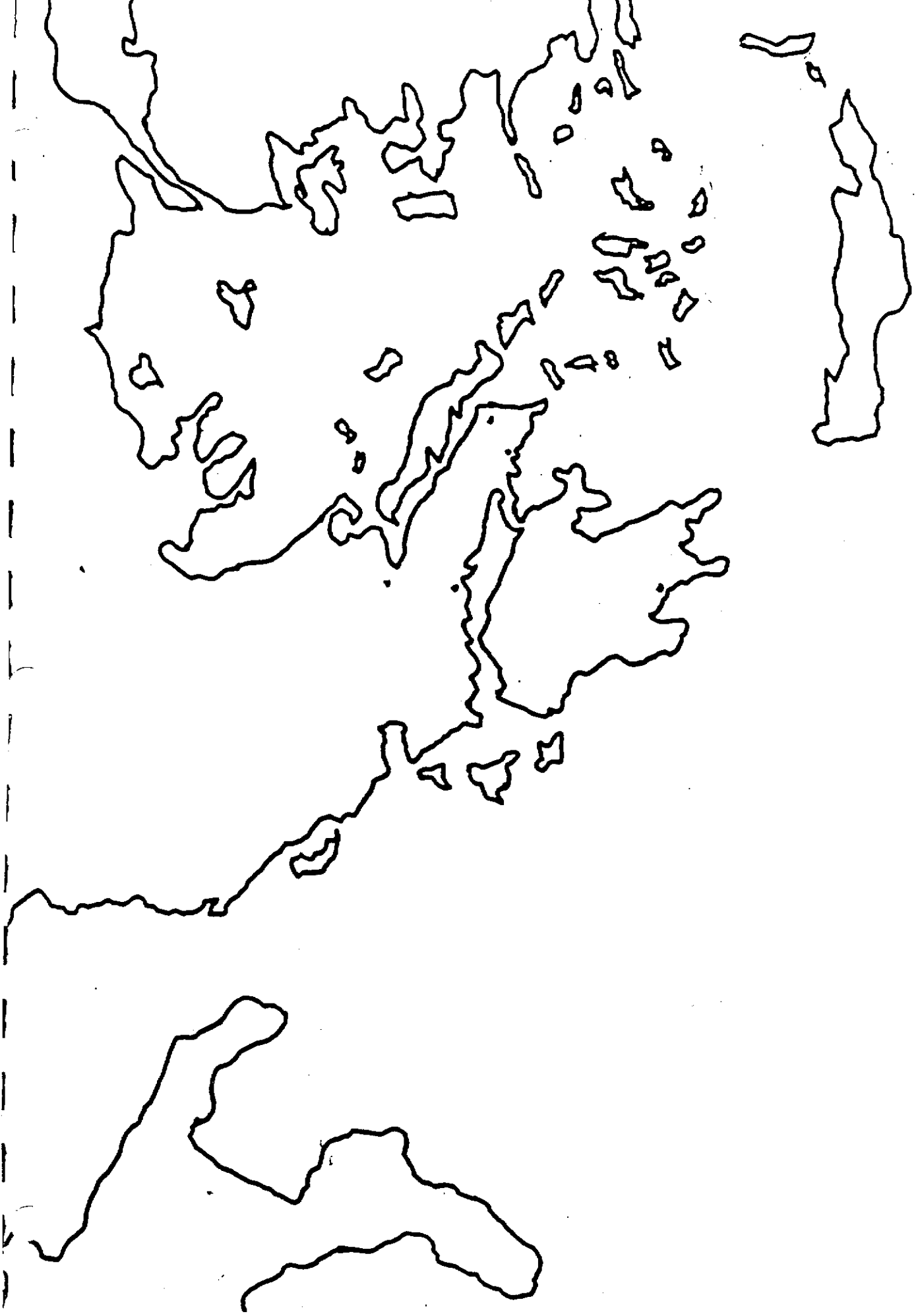
VII. HANDOUTS/WORKSHEETS

- A. Appendices A–H

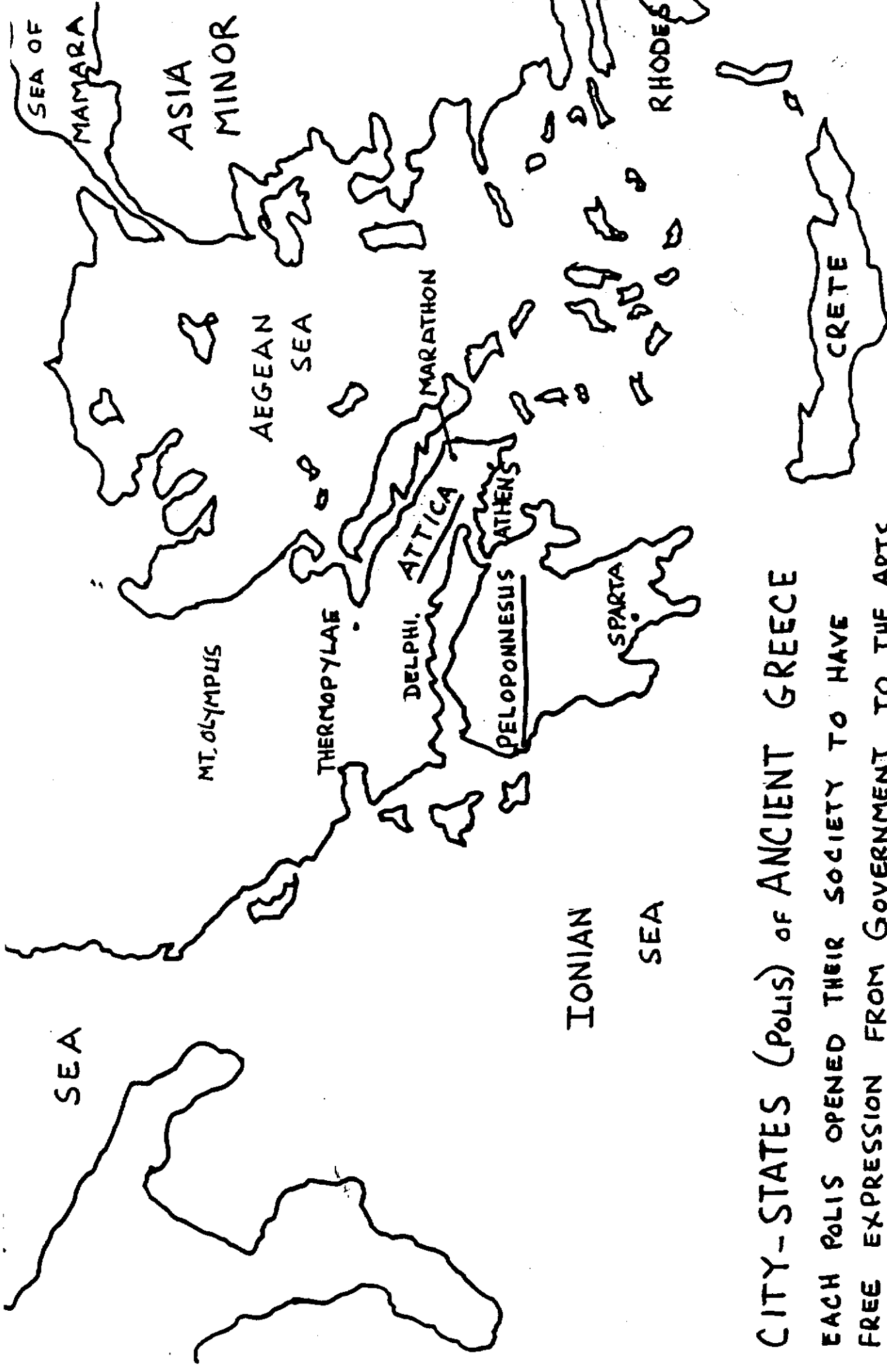
VIII. BIBLIOGRAPHY

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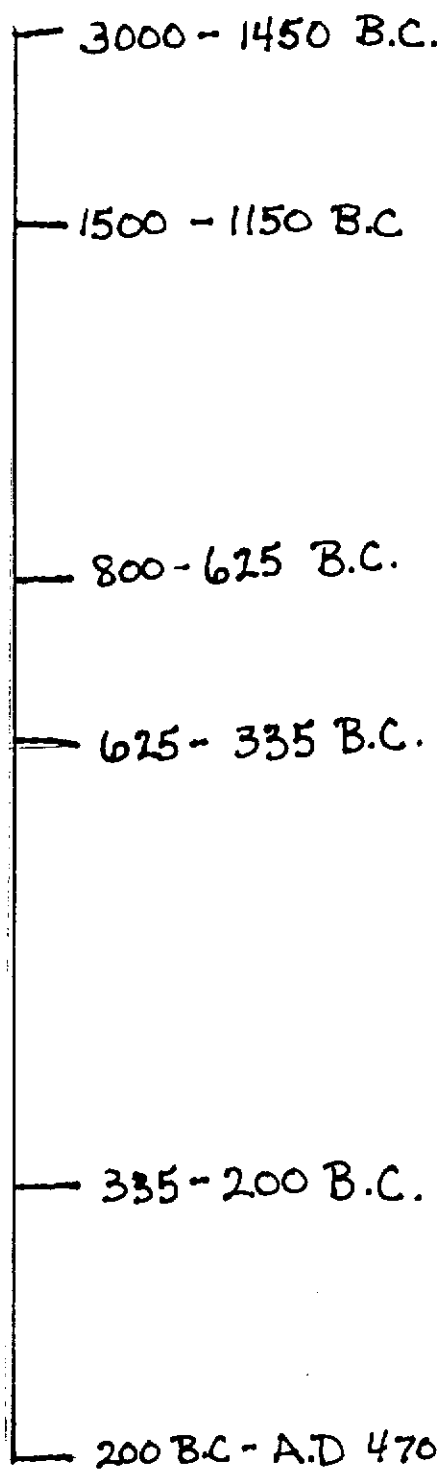


Appendix A



CITY-STATES (POLIS) of ANCIENT GREECE
 EACH POLIS OPENED THEIR SOCIETY TO HAVE
 FREE EXPRESSION FROM GOVERNMENT TO THE ARTS
 BE A "WHOLE PERSON"

Appendix C



Appendix D Ancient Greek Time Line

Minoan Civilization (3000-1450 B.C.): Greek civilization began on Crete. People there learned how to build ships, make pottery and silver, and began to trade with Egypt.

Mycenae and the Bronze Age (1500-1150 B.C.): The Bronze Age began on the mainland of Greece. By 1500 B.C. the people had begun to build heavily fortified cities. Mycenae was the largest city and Agamemnon, its king, was the most powerful ruler on the mainland. These mainland Greeks attacked and captured the palace settlements of the Minoans around 1450 B.C. Around 1150 B.C. invaders from the north destroyed the cities and took over.

Age of Expansion (800-625 B.C.): By 750 B.C. Greece's population had grown so large that many people left the mainland. Greek colonists settled throughout the Mediterranean and trade increased.

The Archaic and Classical Ages (625-335 B.C.): Darius tried to invade Greece in 492 B.C., but a storm wrecked his fleet. The Persian Wars started two years later and resulted with the final victory by Greece.
Beginning in the 460s B.C., Athens enjoyed a "Golden Age." Sculptors, architects, and dramatists produced fine works. As Athens' power grew, Sparta became jealous and fearful. Sparta organized an army and defeated Athens in 404 B.C. The Thebans rebelled and defeated Sparta, but the Thebans were not strong rulers and the power of Greece began to wane.

The Hellenistic Period (335-200 B.C.): Macedonia in the north grew in strength. Under Phillip II, the Macedonians defeated the Spartans and reorganized Greece. Beginning in 335 B.C., Phillip's son, Alexander the Great, combined the Macedonians and Greeks into one army and attacked the Persian Empire. In ten years, Alexander conquered many surrounding lands.

The Period of Roman Rule (200 B.C.-A.D. 470): The Romans took over after Alexander. Under Roman rule Greece enjoyed 300 years of peace.

Appendix E

Report Rubric

Complete topic sentence	5	4	3	2	1	0
Complete conclusion	5	4	3	2	1	0
Three accurate facts presented	5	4	3	2	1	0
Picture included	5	4	3	2	1	0
Typed in correct paragraph form	5	4	3	2	1	0

Total _____/25

Appendix F

Ancient Greece Study Sheet

- Greece is located on the continent of Europe. It is separated from Turkey by the Aegean Sea and has the Mediterranean Sea to its south. The ancient Greek civilization can be traced back to the island of Crete, which is in the Mediterranean Sea. The Mediterranean Sea separates Europe and Africa.
- Ancient Greece was divided into city-states. Two very important city-states were Sparta and Athens. It was in Athens that the idea of democracy began. Also the great thinkers of Greece, Socrates, Plato and Aristotle were from Athens.
- The Greeks worshipped many gods and goddesses. They were believed to make their home on Mount Olympus.
- The Greeks were known for starting the Olympic games. They were held every 4 years. The winner received a laurel wreath. The games included foot races, disc throwing, javelin toss, and chariot races.
- The Persian Wars occurred between 490-480 B.C. Two of the wars were the Marathon War and the Thermopylae War. Alexander the Great was the king of Macedonia who eventually conquered the known world. He became the best-known and greatest leader of Greece. After he died his empire split into several sections.
- The Greeks had many myths among which were the stories of Hercules and his ten labors. To receive immortality he had to perform 10 jobs including get the golden apples, capture wild horses, kill the hydra, capture the deer with the golden antlers, and capture a wild boar.

Appendix G

Ancient Greece Test

Name: _____

1. What is the name of the island where the Greek culture began?

2. What is the name of the Sea that separates Europe and Africa?

3. Name two city-states in Ancient Greece.

A. _____

B. _____

4. Where did the idea of democracy begin?

5. Name 2 things involved in the Greek Olympic Games.

A. _____

B. _____

6. Name one Greek god or goddess.

7. Name 3 great thinkers of Ancient Greece.

A. _____

B. _____

C. _____

8. What Mountain was the "home of the gods"?

Appendix G

9. Name one of the Persian Wars.

10. Tell one of Hercules' Labors.

11. Who was the greatest leader of Ancient Greece?

12. Greece is on which continent?

