

# It's All Greek to Me

**Grade Level or Special Area:** Sixth Grade World History and Geography

**Written by:** Lucinda Keller, Normandy Elementary, Littleton, CO

**Length of Unit:** Ten lessons (50 minutes per lesson)

## I. ABSTRACT

This unit covers Ancient Greece. Through various activities, students learn the debt we owe Ancient Greece for its contributions to our present day society: from democracy as a form of government, to the Olympic Games, to great storytellers (*The Iliad* and *The Odyssey* as well as myths, gods, and goddesses), dramas, art (pottery and sculpture), wonderful architecture, great thinkers (Socrates, Plato, and Aristotle), as well as innovations in science (the scientific method of investigation), history (recording history) and medicine (what makes us healthy).

## II. OVERVIEW

### A. Concept Objectives

1. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (Colorado Model Content Standard Geography 4)
2. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future. (Colorado Model Content Standard Geography 6)
3. Appreciate that religious and philosophical ideas have been powerful forces throughout history. (Colorado Model Content Standard History 6)
4. Apply thinking skills to their reading, writing, speaking, and listening. (Colorado Model Content Standard Reading and Writing 4)

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

1. Sixth Grade History and Geography: World History and Geography (pp. 138-139)
  - a. Ancient Greece
    - i. The Greek polis (city-state) and patriotism
    - ii. Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women)
      - a) The Assembly
      - b) Suffrage, majority vote
    - iii. The “classical” ideal of human life and works
      - a) The ideal of the well-rounded individual and worthy citizen
      - b) Pericles and the “Golden Age”
      - c) Architecture: the Parthenon
      - d) Games: The Olympics
    - iv. Greek wars: victory and hubris, defeat and shame
      - a) Persian Wars: Marathon, Thermopylae, Salamis
      - b) The Peloponnesian War: Sparta defeats Athens
    - v. Socrates and Plato
      - a) Socrates was Plato’s teacher; we know of him through Plato’s writings.
      - b) For Socrates, wisdom is knowing that you do not know.
      - c) The trial of Socrates

- vi. Plato and Aristotle
  - a) Plato was Aristotle’s teacher
  - b) They agreed that reason and philosophy should rule our lives, not emotion and rhetoric.
  - c) They disagreed about where true “reality” is: Plato says it is beyond physical things in ideas (cf. the “allegory of the cave”); Aristotle says reality is only in physical things.
- vii. Alexander the Great and the spread of Greek (“Hellenistic”) culture: the library at Alexandria
- 2. Sixth Grade Language Arts: Fiction and Drama (p. 136)
  - a. Classical Mythology
    - i. Apollo and Daphne
    - ii. Orpheus and Eurudice
    - iii. Narcissus and Echo
    - iv. Pygmalion and Galatea
- 3. Second Grade Language Arts: Fiction (pp. 45-46)
  - a. Mythology of Ancient Greece
    - i. Gods of Ancient Greece
      - a) Zeus
      - b) Hera
      - c) Ares
      - d) Poseidon
      - e) Aphrodite
      - f) Hades
    - ii. Mount Olympus: home of the gods
    - iii. Greek Myths
      - a) Prometheus (how he brought fire from the gods to men)
      - b) Pandora’s Box
      - c) Theseus and the Minotaur
      - d) Demeter and Persephone
- 4. Sixth Grade Mathematics (p. 149)
  - a. Measurement
    - i. Associate prefixes used in metric system with quantities:
      - a) deka=ten
      - b) deci=tenth
      - c) cente=hundredth

C. Skill Objectives

1. Use a map to locate and label areas.
2. Identify the beginnings of democracy from Greek city-states.
3. List similarities and differences in Greek city-states.
4. List and compare different forms of government in various Greek city-states.
5. Identify various gods and goddesses and their roles.
6. Summarize myths using thinking skills while reading and listening.
7. Provide a “moral of the story” while reading and listening to myths.
8. Compare and contrast differing philosophies of the Athenians and Spartans.
9. List who was considered and what it meant to be a citizen of the city-state.
10. List the rites and roles of women, metics, and slaves in Athens.
11. Describe what the Assembly was and its role.
12. Reiterate the importance of education and rhetoric to the Athenians.
13. Describe the Spartan lifestyle.

14. List the importance of military training for the Spartans.
15. Contrast Spartan government to Athenian government.
16. Identify the Greeks' Olympics to be city-states competing against each other in event of superior physical fitness and survival skills.
17. Identify the Olympics were to honor Zeus.
18. Recognize that city-states would put aside their differences in order to compete in the Olympics.
19. Use mathematical skills in order to measure Olympic event results.
20. Identify Greek styles of columns in architecture.
21. Name two types of drama performed in Greek theatre.
22. Relay the importance of gods and goddesses in art and architecture.
23. List major advances in Greek culture considered important today.
24. Identify the causes of wars in Ancient Greece along with consequences of these battles.
25. Identify major battles and turning points in the wars: Marathon, Thermopylae, and Salamis.
26. Recognize the impact of the Delian League and the Peloponnesian League as contributors to the wars.
27. Develop a cause and effect relationship between actions that lead to wars.
28. Recognize the military leaders of these wars and list their actions.
29. Describe philosophy.
30. Tell how Socrates developed a system for people to discover knowledge for themselves.
31. Summarize major contributions of Socrates to our world.
32. Compare and contrast philosophical ideas of Socrates, Plato, and Aristotle.
33. Recognize the vast areas Alexander the Great conquered.
34. Identify that Greek culture was utilized around the known world due to Alexander the Great in the Hellenistic Period.
35. List qualities of Alexander the Great which made him a great leader.
36. Discuss the significance of the library at Alexandria.
37. List Greek contributions that have had lasting effects in our culture.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Pearson Learning Core Knowledge History and Geography: Level Six*, pp. 42-72, by Pearson Education, Inc.
  2. *Usborne Book of the Ancient World: Ancient Greece*, by EDC Publishing
  3. *What Your Second Grader Needs to Know, A Core Knowledge Series*, by Core Knowledge Publications
- B. For Students
  1. Grade 2: Fiction: Mythology of Ancient Greece, pp. 45-46
  2. Grade 2: World History and Geography: Ancient Greece, p. 48

### IV. RESOURCES

- A. *History and Geography: Level Six* by Pearson Learning (Lessons One, Three through Ten)
- B. *What Your Second Grader Needs to Know* by Core Knowledge Publications (Lesson Two, Six, and Nine)
- C. *What Your Sixth Grader Needs to Know* by Core Knowledge Publications (Lesson Two)
- D. *Usborne Book of the Ancient World: Ancient Greece* by EDC Publishing (Lesson Five, Six, and Ten)

- E. *The Atlas of Ancient Worlds* by DK Publishing (Lessons Five and Ten)
- F. *Ancient Greece* by George Moore (Lessons Two, Five, Six, Nine, and Ten)

## V. LESSONS

### Lesson One: Where, When, and How (one 50 minute lesson)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
2. Lesson Content
  - a. The Greek polis (city-state) and patriotism
  - b. Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy
3. Skill Objective(s)
  - a. Use a map to locate and label areas.
  - b. Identify the beginnings of democracy from Greek city-states.
  - c. List similarities and differences in Greek city-states.
  - d. List and compare different forms of government in various Greek city-states.

#### B. Materials

1. Globe
2. Pearson Learning History and Geography text-grade 6 (for each student)
3. Greek folder to house notes and handouts (for each student)
4. Appendix A (for each student)—Map of Ancient Greece
5. Appendix B (for each student--Venn diagram)
6. Overhead projector

#### C. Key Vocabulary

1. *City-State* is an independent town or city that governs itself and the land around it.
2. *Asia Minor* is another name for the Anatolian Peninsula, where much of Turkey is now located.
3. *Democracy* is a form of government where power is shared by citizens; it is the main form of government of the city-state Athens.
4. *Tyranny* is a form of government in which one man serves as dictator.
5. *Aristocracy* is a form of government in which few nobles or upper-class families held power.
6. *Oligarchy* is a form of government in which power is held by a few wealthy men.

#### D. Procedures/Activities

1. Preview Chapter 1 in the Pearson Learning History and Geography book—The Ancient Greek City-States. Review the map of Ancient Greece on p. 43, noting the concentration of Greek lands around the Mediterranean Sea. Note the collection of city-states in southern Europe. Show students the location of Greece and its lands on the globe.
2. Give a brief description of city-states. Discuss that each city-state was a collection of people within their town with individual governments which operated as separate countries. Most city-states included no more than 20,000 people. Ask why students think there were so many different city-states.

- Explain that natural barriers, such as mountains, separated these individual governments.
3. Read from Chapter 1 in the Pearson Learning book. Students should take notes, concentrating on differences and similarities of city-states (including forms of government). Model taking notes on the overhead, paying particular attention to language (all spoke Greek, dialects were different), religion (not all worshiped the same gods), and separate types of government (democracy, oligarchy, tyranny, and aristocracy are represented in different city-states).
  4. Conduct a short discussion on the similarities and differences of city-states. (Similarities: same language, religious beliefs in gods of Mount Olympus, participated in Olympic Games; Differences: dialects were different; each city-state had its own traditions, legends, and local heroes, different forms of government). Include democracy as a form of government in discussion. Explain how democracy is a government run by a country's citizens. The Greeks took part in debates, elected officials, and decided governmental policy.
  5. Give students each a copy of Appendix A. Have them work with a partner to complete the areas on the blank map.
  6. Give students each a copy of Appendix B--Venn Diagram. They are to note the similarities and differences between city-states. Make sure all areas listed above are on the diagram to receive all points possible (Similarities: same language, religious beliefs in gods of Mount Olympus, participated in Olympic Games; Differences: dialects, different traditions, legends, ad local heroes, different forms of government).
  7. All handouts and notes should go in the Greek folder for the duration of the unit.
- E. *Assessment/Evaluation*
1. Appendix A completed
  2. Appendix B completed

**Lesson Two: Myths, Gods, Goddesses, and Monsters (one 50 minute lesson)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
  - c. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
  - d. Apply thinking skills to their reading, writing, speaking, and listening.
2. Lesson Content
  - a. Gods of Ancient Greece (review from second grade)
    - i. Zeus
    - ii. Hera
    - iii. Ares
    - iv. Poseidon
    - v. Aphrodite
    - vi. Hades
  - b. Mount Olympus: home of the gods (review from second grade)
  - c. Greek Myths (review from second grade)
    - i. Prometheus (how he brought fire from the gods to men)
    - ii. Pandora's Box

- iii. Theseus and the Minotaur
      - iv. Demeter and Persephone
    - d. Classical Mythology
      - i. Apollo and Daphne
      - ii. Orpheus and Eurydice
      - iii. Narcissus and Echo
      - iv. Pygmalion and Galatea
  - 3. Skill Objective(s)
    - a. Identify various gods and goddesses and their roles.
    - b. Summarize myths using thinking skills while reading and listening.
    - c. Provide a “moral of the story” while reading and listening to myths.
- B. *Materials*
  - 1. *What Your 2nd Grader Needs to Know* (Core Knowledge series book) for teacher
  - 2. Several copies of the Classical Myths About Love, pages 52-60, in the *What Your 6th Grader Needs to Know* (Core Knowledge series book)
  - 3. Appendix C (for each student)—Gods and Goddesses
  - 4. Appendix D (for each student)—Rubric for Greek Myth Activity
  - 5. Greek folder (for each student)
- C. *Key Vocabulary*
  - 1. *Myths* are traditional stories of gods, goddesses, and heroes at the time.
  - 2. *Mt. Olympus* is a mountain where gods and goddesses were believed to reside.
  - 3. *Immortal* is the ability to live on forever.
  - 4. *Moral* is the lesson learned from a story.
- D. *Procedures/Activities*
  - 1. Have students take out their Greek folder, paper, and a pencil.
  - 2. Ask students to write down (five minutes) all they know about myths, gods, and goddesses.
  - 3. Ask students to share their knowledge.
  - 4. Discuss that myths tell of heroes, great battles, terrible monsters, or gods and goddesses. In Ancient Greece, people believed these myths to explain the natural world. Some myths explain why we have seasons or how the constellations got in the sky. What’s more, people believed these stories to be true! Greeks built temples to honor their gods (ex. Parthenon-Athena). Gods and goddesses were much like regular people, however, they also possessed magical powers. Some could change form, and all were believed to be immortal.
  - 5. From the *What Your 2nd Grader Needs to Know* book, read the description of gods and goddesses starting on page 57: Zeus, Hera, Poseidon, Aphrodite, Ares, Athena, and Hades. While reading, have students use their Greek folder to record one fact about the god or goddess along with a sketch of the person.
  - 6. From the *What Your 2nd Grader Needs to Know* book, read several myths, stopping to discuss what the myth means to students and/or guess what the moral of the story to be. Read from page 63: “Prometheus Brings Fire, Pandora Brings Woe” (curiosity killed the cat), “Theseus and the Minotaur” (a little planning goes a long way), and “Demeter and Persephone” (explains winter). (Students may remember this from 2nd grade.) Obtain several interpretations to expand student knowledge.
  - 7. Group students into groups of three or four. Distribute copies of the Classical Myths about Love to each group and have the group read their myth. Give students a copy of Appendix D—Rubric for Greek Myth Activity.

8. Each group is to present summary and an explanation or the moral learned from their myth. Students should provide a one page paper (per group), and include some form of artwork to accompany their review of the myth
  9. Distribute copies of Appendix C—Gods and Goddesses. Have students complete for homework.
- E. *Assessment/Evaluation*
1. Appendix C completed.
  2. Summaries of the myths along with an explanation or moral learned from the myth. The one page myth summary should include a drawing or other artwork. Score the product with the rubric from Appendix D.

**Lesson Three: Athens v. Sparta...or Beauty and the Beast (one 50 minute lesson)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
  - c. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
  - a. The Greek polis (city-state) and patriotism
  - b. Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women)
    - i. The Assembly
    - ii. Suffrage, majority vote
  - c. The “classical” ideal of human life and works
    - i. The ideal of the well-rounded individual and worthy citizen
3. Skill Objective(s)
  - a. Compare and contrast differing philosophies of the Athenians and Spartans.
  - b. List who was considered and what it meant to be a citizen of the city-state.
  - c. List the rites and roles of women, metics, and slaves in Athens.
  - d. Describe what the Assembly was and its role.
  - e. Reiterate the importance of education and rhetoric to the Athenians.
  - f. Describe the Spartan lifestyle.
  - g. List the importance of military training for the Spartans.
  - h. Contrast Spartan government to Athenian government.

B. *Materials*

1. Pearson Learning History and Geography text-grade 6 (for each student)
2. Appendix E (for each student)—Ancient Greece Study Guide
3. Appendix F (for each student)—Rubric for Debate: Athens v. Sparta
4. Greek folders (for each student)

C. *Key Vocabulary*

1. *Assembly* is the body of government in Athens that passed laws, levied taxes, and voted on issues of war and peace.

2. *Boule* is a small council that assisted the Assembly by bringing forth issues to be decided upon.
3. *Metics* were non-citizens of Athens from foreign places.
4. *Rhetoric* is the art of using persuasive language.
5. *Ostracize* means to banish people who may cause harm to citizens of the city-state.
6. *Spartan* is used to describe a person who lives a simple life with few possessions.
7. *Symposium* was a “drinking party” for men to discuss philosophical issues.
8. *Helot* is a name for a slave of Sparta.

D. *Procedures/Activities*

1. Hand out Appendix E—Ancient Greece Study Guide for each student. Explain that as information is covered within the unit, students will complete what questions they can on the study guide. Tell students to keep the study guide handy in their Greek folders.
2. Explain that students will learn about two very different city-states of Ancient Greece. Athens was a democratic, though not always a fair and equal society. Not everyone could be a citizen; students will learn the limits to citizenship in Athens. Contrast that with Sparta, a vastly different city-state, which considered being militarily fit and ready to be of utmost importance. Ask how many students would like to have been separated from their families at age seven (like the Spartan boys).
3. Begin reading from Chapters 2 and 3 from the Pearson Learning History and Geography book,--Athens and Sparta. Students can take turns reading aloud while others follow. Encourage students to stop and ask questions. Provide several stopping points in order for students to visualize the life style in which they are reading. Have students tell who could be a citizen of Athens (man, 18 yrs old, not a slave, and son of two Athenian parents). Discuss role of women (family life), metics (artisans, craftsmen, merchants), and slaves (worked, played music). Discuss why rhetoric was so important (to debate in government-which all citizens did-, for discussions at symposiums). In Chapter 3, have students imagine what a boy’s life was like in Sparta (no shoes, taken away from family, military training whether wanted it or not, obey without question).
4. Students should have filled out the study guide: the first three descriptions in the matching section, questions one-three of Part II, and question one of Part III. Have students help each other in answering the questions.
5. Have students break into two teams—Athens and Sparta. Each team will debate the merits of its philosophy. Have each team elect a group of three speakers and elect a recorder to keep track of points in their argument. Give students a few minutes to prepare their case. When ready, let each team speak its points while the other team counter argues the point. Informally assess knowledge of the students. Students should discuss their system of government (Athens-democracy, Sparta-oligarchy-two kings ruled), education (Athens-important in becoming a well rounded citizen, Sparta-military was stressed), and philosophies of life (Athens-culturally rich, men were educated in rhetoric, the belief that all citizens should take part in the government, limited as to who could become a citizen, symposiums were common; Sparta-military training was of most importance, pain and suffering made boys tough, women had more rights than that of Athens, life of slaves was harder than in Athens, led a simple life, precise in language- threw sickly babies off a cliff).

- E. *Assessment/Evaluation*
1. Use Appendix F—Rubric for Debate: Athens v. Sparta to assess student knowledge.

**Lesson Four: Let the Games Begin! (one 50 minute lesson)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
  - c. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
  - a. The “classical” ideal of human life and works
    - i. Games: The Olympics
  - b. Associate prefixes used in metric system with quantities
    - i. deka=ten
    - ii. deci=tenth
    - iii. centi=hundredth
3. Skill Objective(s)
  - a. Identify the Greeks’ Olympics to be city-states competing against each other in event of superior physical fitness and survival skills.
  - b. Identify the Olympics were to honor Zeus
  - c. Recognize that city-states would put aside their differences in order to compete in the Olympics.
  - d. Use mathematical skills in order to measure Olympic event results.

B. *Materials*

1. Pearson Learning History and Geography text-grade 6 (for each student)
2. Appendix G—Olympic Games of Ancient Greece (five copies)
3. Index cards (for each student)
4. Plastic straws (for each student)
5. Supply of cotton balls
6. Supply of paper plates
7. Measuring stick or tape measure (several)
8. Masking tape
9. \*Optional\* Wreath of leaves (for each student)

C. *Key Vocabulary*

1. *Truce* is an agreement between two or more people to stop fighting.
2. *Pentathlon* is the Olympic event in which five different skills are measured.
3. *Pankration* is an Olympic event of wrestling in which there are few rules, such as no biting or sticking fingers in your opponent’s eyes.

D. *Procedures/Activities*

1. *As prep work:* In five stations around the room, post a copy of Appendix G—Olympic Games of Ancient Greece. Place supplies needed for each event at a station (ex, straws at the javelin throw station). A measuring tape or measuring stick should be in all stations except arm wrestling. Make sure a starting line is marked off for the broad jump starting line (this event may have to be held in the hallway), and a line is marked off for the javelin accuracy throw. Also, have an event rotation map where students can refer to in order to direct traffic.

2. Ask students if they have ever seen the Olympics. Take a survey of favorite events. Ask if anyone knows how the original Olympics and today's Olympics differ. Discuss that modern Olympics are held in different cities, that people from all over the world compete, both men and women compete, there are winter and summer events, and that there are many more events today. Ask if anyone knows why the first Olympics were held (to honor Zeus, to test physical strength and skills for war). Ask what needed to happen in order for various city-states to compete (a truce must be held). Take guesses as to what events were held in the original Olympics (javelin toss, running, wrestling, horse riding, discus throw, long jump, pentathlon, and pankration).
  3. Have students turn to their Pearson Learning History and Geography books, Chapter 4—The Olympic Games. Have students read the chapter silently. When completed, ask students what were the early Olympic events (javelin toss, running races, discus throw, and pentathlon). Ask where participants came from in order to take part in the Olympics (various city-states). What had to happen in order to make this possible (truce)? Who took part in the Olympics of Ancient Greece (men only)? Why the Olympics were held originally (a tribute to Zeus)?
  4. Give each student an index card. On it, they are to record their name and each Olympic event (written on the board). Let students know they will be measuring—in the metric system—and recording their results on the javelin throw, the shot put, the discus throw, and the broad jump. For the arm wrestling, students will record their opponent and who won.
  5. Have students count off by 5's. This determines which event the student will begin in the class Olympics. Students are to follow the event map in order to compete in all events. Make sure they record their results.
  6. \*Optional\* Hand out wreaths of leaves for Olympic winners.
  7. Students write a paragraph summarizing the original Olympics. The following should be included: city-states put aside differences in order to compete, competition was for purpose of determining physical fitness, and Zeus played dominate role. Students may also include a paragraph about their favorite event and why.
  8. Students hand in their recorded results of their Olympic events.
- E. *Assessment/Evaluation*
1. Written paragraph(s) by students completed.
  2. Olympic event recordings completed on index cards. Check for mathematical accuracy.

**Lesson Five: All that Glitters—The Golden Age of Athens (one 50 minute lesson)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
    - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
    - c. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
  2. Lesson Content
    - a. The “classical” ideal of human life and works
      - i. The ideal of the well-rounded individual and worthy citizen
      - ii. Pericles and the “Golden Age”

- iii. Architecture: the Parthenon
  - 3. Skill Objective(s)
    - a. Identify Greek styles of columns in architecture.
    - b. Name two types of drama performed in Greek theatre.
    - c. Relay the importance of gods and goddesses in art and architecture.
    - d. List major advances in Greek culture considered important today.
- B. *Materials*
  - 1. Pearson Learning History and Geography text-grade 6 (for each student)
  - 2. Greece folder with study guide (for each student)
  - 3. Appendix H—The Golden Age of Athens (for each student)
  - 4. Chart paper and markers (for teacher use)
- C. *Key Vocabulary*
  - 1. *Parthenon* is a temple built to honor Athena, the goddess of wisdom
  - 2. *Acropolis* is the group of buildings and temples high on a hilltop around which the rest of the city-state was clustered.
  - 3. *Delian League* was the league formed by many city-states to protect themselves against invaders.
  - 4. *Comedy* is the form of play that is funny with happy endings.
  - 5. *Tragedy* is the form of play that is serious with sad endings.
  - 6. *Doric column* is a style in architecture where the top of the column is shaped like a saucer. (see Appendix H)
  - 7. *Ionic column* is a style of architecture where the top of the column has scrolls on each side; a style commonly thought of as Greek. (see Appendix H)
  - 8. *Corinthian column* is a style of architecture where the top of the column looks like a basket with leaves. (see Appendix H)
- D. *Procedures/Activities*
  - 1. Ask students if they can name anything from the Greeks we use today (architecture, statues, pottery, plays, doctors, etc.) Keep a running list on chart paper, using the headings: Art and Architecture, Drama, Contributors to Society.
  - 2. Students read orally (taking turns) while making notes from the Pearson Learning History and Geography book, Chapter 6. Students should use the same headings as on the chart paper to make a list of major achievements of Athens. Included should be:
    - a. Art and Architecture—rebuild Acropolis, Parthenon, statue of Athena, pottery showing Greek scenes, Doric, Ionic, and Corinthian columns
    - b. Drama—Theater of Dionysus, citizens perform in dramas, comedy, tragedy
    - c. Contributors to Society—Pericles (his support of the arts), Delian League (the ability to form alliances), Pheidias (his artistic additions to the Parthenon), playwrights Aristophanes, Aeschylus, Sophocles, and Euripides, as well as Hippocrates (father of medicine), and Herodotus (father of history)
  - 3. Students fill out the study guide--Part II, question 4 and questions 2 and 3 of Part III.
  - 4. Give students Appendix H to complete for homework. This serves as a review of the material learned in the lesson.
- E. *Assessment/Evaluation*
  - 1. Appendix H completed. Key is provided

**Lesson Six: War! What is it Good For? (one 50 minute lesson)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
2. Lesson Content
  - a. Greek wars: victory and hubris, defeat and shame
    - i. Persian Wars: Marathon, Thermopylae, and Salamis
    - ii. The Peloponnesian War: Sparta defeats Athens
3. Skill Objective(s)
  - a. Identify the causes of wars in Ancient Greece along with consequences of these battles.
  - b. Identify major battles and turning points in the wars: Marathon, Thermopylae, and Salamis.
  - c. Recognize the impact of the Delian League and the Peloponnesian League as contributors to the wars.
  - d. Develop a cause and effect relationship between actions that lead to wars.
  - e. Recognize the military leaders of these wars and list their actions.

B. *Materials*

1. Globe
2. Pearson Learning History and Geography text-grade 6 (for each student)
3. Greek folders and study guide (for each student)
4. Overhead
5. Appendix I—Cause and Effects of the Peloponnesian War (for each student)

C. *Key Vocabulary*

1. *Delian League* is the alliance formed by city-states in order to protect themselves from invasions; they also swore allegiance to Athens.
2. *Strategoi* are great military leaders of Athens.
3. *Strategy* is a plan for doing something.
4. *Marathon* is the name of a major battle in Greece; also where the marathon race received its name.
5. *Plague* is a disease that sweeps through a town or county causing many to die.

D. *Procedures/Activities*

1. Ask students if they know what the word *strategy* means. Explain that it is a Greek word meaning “plan for doing something.” Ask students if they have ever heard about strategies in war. Tell them they will learn about two wars and their major battles. They will also learn how leaders used strategies in order to improve their chances of winning these wars. In this lesson, students will see how rivals Athens and Sparta put down their differences in order to battle a common enemy.
2. Have students take notes on the lesson. Model taking notes on the overhead. Notes should cover major battles with the Persians: Marathon (how Pheidippides ran between Athens and Sparta and died of exhaustion, and Greece’s victory), Thermopylae (how Spartan fighters died defending the mountain pass), and Salamis (how the Greeks used a strategy to trap the Persians and won).
3. Discuss that the Persians (modern day Iran) expanded their empire until it came close to Greece. Show students the area in the globe. When the Persians conquered Ionia, the people of Ionia fought back. They knew they needed help,

so they asked Athens to assist them. The Athenians sent ships and soldiers. Persian King Darius was angry and declared war on the Greeks.

4. Begin reading Chapter 5 in the Pearson Learning book--The Persian Wars. Read aloud with students, pausing to discuss the major battles of Marathon (When Athens was attacked by the Persians, they asked for help from Sparta, via a messenger, Pheidippides. He ran for two days to give Sparta the message. Sparta said they would help out in time, so Pheidippides ran to Athens to tell them the news. The Athenians, who were outnumbered, could not wait, and attacked the Persians. The Persians were taken by surprise and ran back to their ships. Pheidippides was then told to run back to Sparta with news of their victory--which he did--then he dropped dead of exhaustion. This is what our marathon race is attributed to in the Olympics); Thermopylae (The Athenians and Spartans united to fight the Persians, led by King Darius's son Xerxes at a place called Thermopylae. It was a narrow mountain pass where King Leonidas of Sparta led his army to fight. A Spartan traitor led the Persians to a way into the pass. Outnumbered, King Leonidas sent many of his men away to remain safe. All Spartan men were slaughtered. The Xerxes marched to Athens and burned it to the ground.); and Salamis (a naval battle where Xerxes was set to conquer all of Greece, but failed. The Greeks led Persian ships to shallow water and sunk them. Defeated, Xerxes immediately left Greece for home). A Spartan general fought at Plataea and drove the Persian army out of Greece. After the battle, Sparta and Athens parted. Fearing that another invasion may take place, Athens and many other city-states formed an alliance, the Delian League. Sparta did not want to be a part of the League, so Athens became the leader of the League. Pericles used much of the dues paid by other city-states to beautify his Athens.) (See previous lessons)
  5. Discuss that Sparta and its allies formed the Peloponnesian League, which caused problems for Athens. Students continue to read from the Pearson Learning book, Chapter 7--The Peloponnesian War. Give students a copy of Appendix I—Cause and Effects of the Peloponnesian War. With this chapter, model a cause and effect chart (two columns with an arrow between is fine) for students in taking notes. If students have a hard time determining the relationship, first ask what happened (the effect), then ask them “because what?” (cause).
  6. Go around the room and review the cause and effect chart students have created. Notes should include the major battles of Marathon, Thermopylae, and Salamis, the destruction of Athens, a list of major military leaders of the battles and their actions: Greek leader King Leonidas, Persian leader King Darius, and his son, Xerxes.
- E. *Assessment/Evaluation*
1. Check notes for completeness.
  2. Check Appendix I for completeness.

**Lesson Seven: The Unexamined Life is Not Worth Living (one 50 minute lesson)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
    - b. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
  2. Lesson Content
    - a. Socrates and Plato

- i. Socrates was Plato's teacher; we know of him through Plato's writings
    - ii. For Socrates, wisdom is knowing that you do not know
    - iii. The trial of Socrates
  - 3. Skill Objective(s)
    - a. Describe philosophy.
    - b. Tell how Socrates developed a system for people to discover knowledge for themselves.
    - c. Summarize major contributions of Socrates to our world.
- B. *Materials*
  - 1. Pearson Learning History and Geography text-grade 6 (for each student)
  - 2. Greek folder and study guide (for each student)
- C. *Key Vocabulary*
  - 1. *Philosophy* is the study and love of wisdom.
  - 2. *Ethics* is the branch of philosophy that studies what it means to live a good, moral life.
  - 3. *Agora* is the marketplace and also the social center in Greece.
  - 4. *Sophist* means wise man; sophists did not care if their ideas were right or wrong.
  - 5. *Socratic Method* is the method of asking questions in order to discover knowledge for oneself.
- D. *Procedures/Activities*
  - 1. Ask students if they know the difference between right and wrong. Then ask then if it is easy for them to always choose the right thing to do. Tell students they will be learning about Socrates, a philosopher who was interested in right and wrong within our world. Ask if anyone has ever heard of the Socratic Method of question and answer. Tell students they will learn how this method of self-discovery was developed.
  - 2. Begin reading from the Pearson Learning book, Chapter 8--Greek Philosophy and Socrates. Students may partner read. While reading, students should find five points they wish to know more about and write them down (this serves as your review of the lesson).
  - 3. Bring the group back together and ask students to share their questions and concerns about Socrates.
  - 4. Ask students to tell you what philosophy means to them (study of principles underlying conduct, thought, and nature of the universe). Ask what students feel about the death of Socrates (method of drinking poison, why didn't he fight back? was his crime all that bad? trial vote close-what did that mean for Socrates?)
  - 5. Have a couple of volunteers come up and show the class the Socratic Method of questions and answers. If time, have other volunteers do the same. They may choose their own topics.
- E. *Assessment/Evaluation*
  - 1. Ensure students understand philosophy and the Socratic Method.

**Lesson Eight: More Great Philosophers (one 50 minute lesson)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
    - b. Appreciate that religious and philosophical ideas have been powerful forces throughout history.

2. Lesson Content
    - a. Plato and Aristotle
      - i. Plato was Aristotle’s teacher
      - ii. They agreed that reason and philosophy should rule our lives, not emotion and rhetoric
      - iii. They disagreed about where true “reality” is: Plato says it is beyond physical things in ideas; Aristotle says reality is only in physical things.
  3. Skill Objective(s)
    - a. Compare and contrast philosophical ideas of Socrates, Plato, and Aristotle.
- B. *Materials*
1. Pearson Learning History and Geography text-grade 6 (for each student)
  2. Appendix J—Venn of Socrates, Plato, and Aristotle (for each student)
- C. *Key Vocabulary*
1. *Abstract* is something that is pure and simple, not complicated.
  2. *Virtue* is goodness or moral excellence.
  3. *Golden Mean* is living moderately for the best kind of life.
- D. *Procedures/Activities*
1. Tell students they will discover views of different philosophers in this lesson. Ask them what the idiom “There’s more than one way to skin a cat.” means. Just like the saying, others had different views than Socrates about life and its workings.
  2. Students read silently from the Pearson Learning book, Chapter 9, Plato and Aristotle.
  3. Students should be completing their study guides as they cover material. Most of Part I, all of Part II, and most of Part III should be completed by now. Students can get started on Part IV.
  4. Give each student a copy of Appendix J. They are to fill it out, using one circle for Socrates, one for Plato, and one for Aristotle. In the circles, students should list: Socrates: how humans should behave, examine your actions against your ideals, moral and ethical ideals were important to live by, never do any wrong (even accidentally), if you understood what was right and wrong, you could not choose the wrong thing, presented ideas by word of mouth; Plato: education was very important, taught in the Academy-school he started, wrote down ideas of his and Socrates, only philosophers understood meaning of truth and justice, right kind of education would teach people to act toward the good of others, identify the perfect forms of life in its ideal state; Aristotle: observed people and the world around them, believed knowledge is of utmost importance, there is more than one way to explain things, fact collector, analyzed these facts, and developed theories about things—basic scientific research method, government’s purpose was to make a good life for its citizens, people should avoid extremes and live by the golden mean (moderately). Make sure summary is answered (use reason to examine life, society, and the world). Students should have at least four items listed in each circle.
- E. *Assessment/Evaluation*
1. Appendix J completed.

**Lesson Nine: Introducing....The Great Alexander and the Hellenistic Period (one 50 minute lesson)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
  - c. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
  - a. Alexander the Great and the spread of Greek (“Hellenistic”) culture: the library at Alexandria
3. Skill Objective(s)
  - a. Recognize the vast areas Alexander the Great conquered.
  - b. Identify that Greek culture was utilized around the known world due to Alexander the Great in the Hellenistic Period.
  - c. List qualities of Alexander the Great which made him a great leader.
  - d. Discuss the significance of the library at Alexandria.

**B. Materials**

1. Globe
2. Pearson Learning History and Geography text-grade 6 (for each student)
3. Greek folders and study guide (for each student)

**C. Key Vocabulary**

1. *Hellenistic Period* dates from 323 B.C. to 30 B.C.; it is known as the period of time in which Greek culture and ideas dominated the countries Alexander the Great conquered.

**D. Procedures/Activities**

1. Students should turn to the Pearson Learning History and Geography text, Chapter 10—Alexander and the Hellenistic Period. Using the map on p. 70, have students compare the areas with the Map of Ancient Greece on p. 43. Show students area on the globe. Have students compare the areas of occupation. Ask students how they think one man could have conquered so vast an area in only 11 years. Ask them to speculate the reasoning behind Alexander’s campaign.
2. Tell students that Alexander wanted to gain back lands from Persia. He amassed a large army in this quest. He was a leader that inspired loyalty. He fought hard, and involved himself in the thick of the fighting. In this way, he gained the respect of his men. He named more than 10 cities after himself of the lands won in battle.
3. Read from the Pearson Learning book, Chapter 10 aloud, with students taking turns. Discuss the lands Alexander conquered (Greece, Persia, Iran, Afghanistan, Turkey, the Middle East, Egypt, and part of India—the entire known world at that time). Ask students why they think people who were conquered adopted Greek culture (warriors left behind were Greek and spread their language and way of life in these areas).
4. Tell students that the phrase Hellenistic Period comes from the word for Greek, Hellene. Talk about the aspects of this period (Greek coins, Greek education was emulated, Greek architecture and art was imitated, philosophers were educated in the ways of the Greek philosophers, Ptolemy established a library that was the center for learning in Alexandria).

5. Break students into five groups. They will produce a product that refers to Greek culture and present it to the class. Groups are: Coins (make an imitation of a Greek coins), Education (tell about the Greek style of education), Architecture (draw a blueprint of a building that will be designed), Art (imitate sculpture of Greek statues), and Philosophers (present your ideas on life, society, and the world). Since students have limited time in which to prepare their product, insure they understand the significance of the Hellenistic Period for this assessment.
- E. *Assessment/Evaluation*
1. Check student projects for understanding of Greek ideas.

**Lesson Ten: The Legacy of Greece (one 50 minute lesson)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand how economic, political, cultural, and societal processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - b. Develop an awareness of people, places, and environments to understand the past and the present and plan for the future.
  - c. Appreciate that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
  - a. The “classical” ideal of human life and works
3. Skill Objective(s)
  - a. List Greek contributions that have had lasting effects in our culture.

B. *Materials*

1. Greek folders and study guide (for each student)
2. Appendix K—The Legacy of Greece (for each student)

C. *Key Vocabulary*

1. *Legacy* is the lasting impressions remaining from the past.
2. *Heritage* is the custom and beliefs that people inherit from an earlier time, people, or culture.

D. *Procedures/Activities*

1. Go around the room and ask students to name one thing we can attribute to the Greeks. Tell students in this lesson, they will learn just how many different things the Ancient Greeks have contributed to our society. Things such as: language, art and architecture, literature, philosophy, science, democracy, coins, organized sports, theatre, scientific discovery and theory, and writing down history.
2. Have students take notes as you discuss the significance of Greek contributions to our society. Notes should include the following: Language, Art and Architecture, Literature, Governmental Practices, Theatre, Philosophy, Science, Medicine.
3. Discuss words we get from the Greeks: politics, metropolis, democracy, Spartan, laconic, marathon, philosophy, comedy, tragedy, rhetoric, astronomy, mathematics, rhythm, hero, and metaphor. In fact, one in eight words used by the European languages is derived from Greek.
4. Discuss Art and Architecture: the three styles of Greek columns, Doric, Ionic, and Corinthian; the White House, Lincoln, and Jefferson memorials imitate Greek architecture, pottery, vases, and urns were made by Greeks, and the amphitheater was built and utilized.

5. Discuss literature: *The Iliad* and *The Odyssey* were epic poems by Homer, stories of gods and goddesses, and myths to explain nature.
  6. Discuss Governmental practices: our democratic government, the Assembly, law and the need for order in government.
  7. Discuss Theatre: comic and tragic plays were first performed in Greece, important playwrights' work (Sophocles) are still performed today.
  8. Discuss Philosophy: the Greeks' study of knowledge lead to areas of science, including biology, mathematics, and astronomy.
  9. Discuss Science and Medicine: scientific collection, analysis, recording, and theories lead to many discoveries, Hippocrates furthered the field of medicine with his discovery that exercise, diet, and cleanliness helped extend life.
  10. Have students complete study guide. Go over any questions as students should study from this guide for the unit test.
  11. Distribute a copy of Appendix K—The Legacy of Greece to each student. Have them look at the pages and ask questions to clarify any new information. Students should complete the worksheet at the end.
- E. *Assessment/Evaluation*
1. Appendix K completed.
  2. Study guide completed.

## VI. CULMINATING ACTIVITY

- A. Students take part in a game of review. Divide the class into two teams. Toss a ball to the first student. If he/she catches it, the question is asked. The question is for the student only. However, if he/she chooses to ask for a lifeline, five points are taken off the score (whether or not the question is answered correctly). If the answer is correct, the student's team receives 10 points. If the answer is not correct, play bounces to the opposing team. Game continues, alternating teams. When all students have had a chance to answer at least one question, the game stops. Scores are totaled. The winning team has the most points. The teacher asks questions from the study guide and any worksheet utilized within the unit.
- B. Students complete Appendix L—Ancient Greece Unit Test. Answers are provided.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Ancient Greece (two pages)
- B. Appendix B: Venn Diagram
- C. Appendix C: Gods and Goddesses (three pages)
- D. Appendix D: Rubric for Greek Myth Activity
- E. Appendix E: Ancient Greece Study Guide (five pages)
- F. Appendix F: Rubric for Debate: Athens v. Sparta
- G. Appendix G: Olympic Games of Ancient Greece
- H. Appendix H: The Golden Age of Athens (four pages)
- I. Appendix I: Cause and Effects of the Peloponnesian War (three pages)
- J. Appendix J: Venn of Socrates, Plato, and Aristotle
- K. Appendix K: The Legacy of Greece (three pages)
- L. Appendix L: Ancient Greece Unit Test (four pages)

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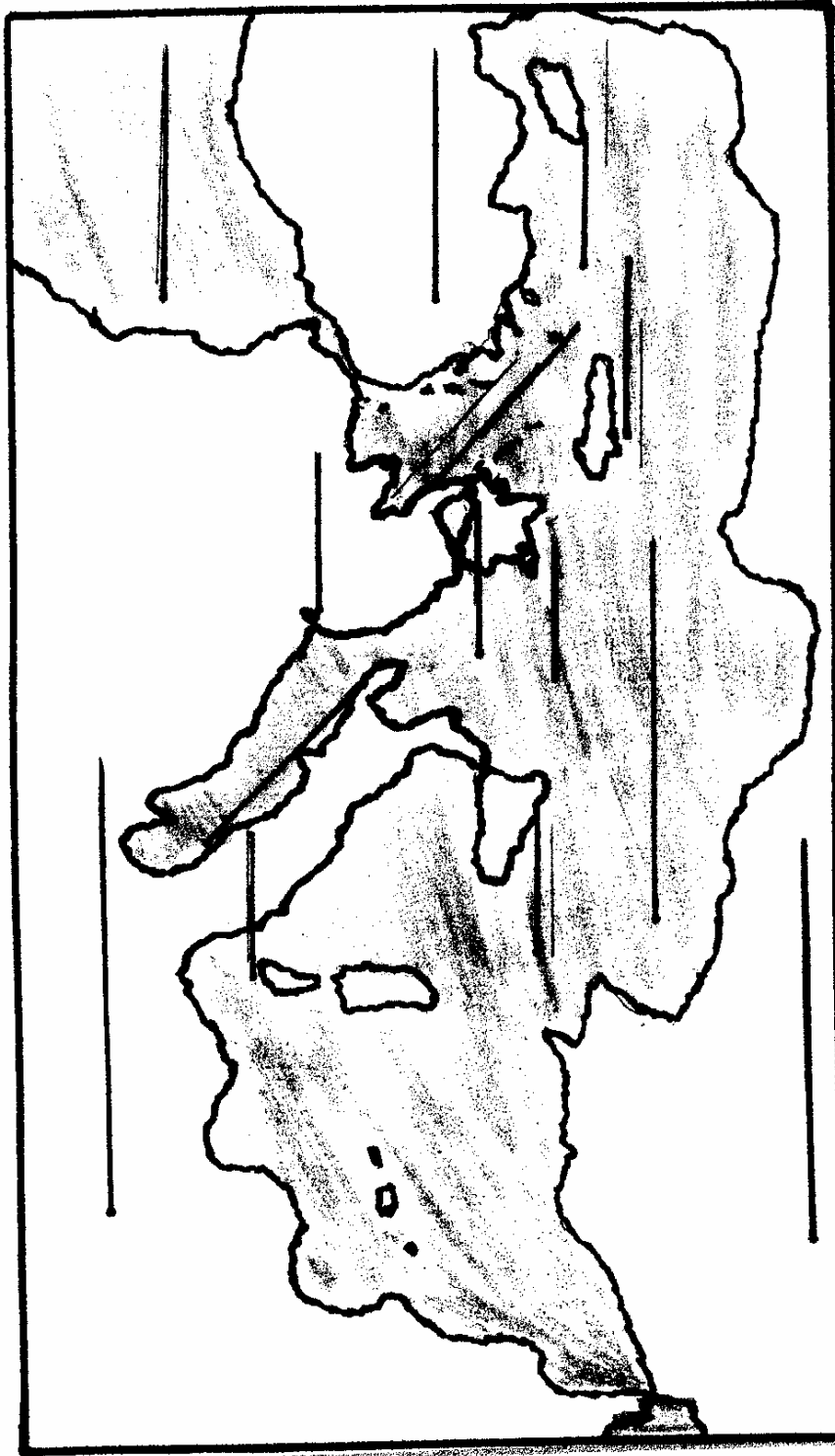
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Appendix A, page 1  
**Map of Ancient Greece**

Name \_\_\_\_\_

ANCIENT GREECE



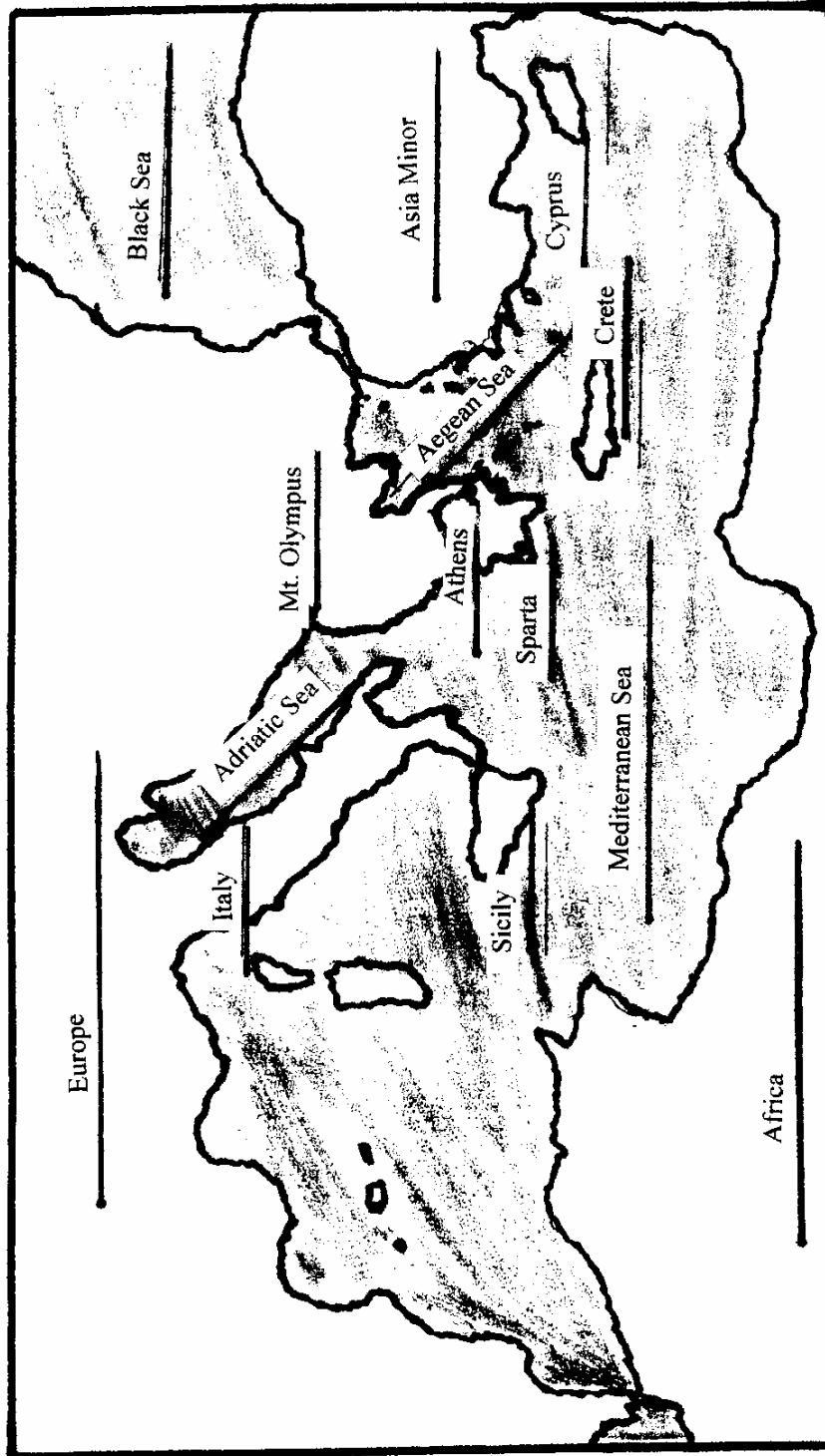
Italy  
Europe  
Africa  
Asia Minor

Crete  
Sicily  
Cyprus

Mt. Olympus  
Athens  
Sparta

Mediterranean Sea  
Aegean Sea  
Black Sea  
Adriatic Sea

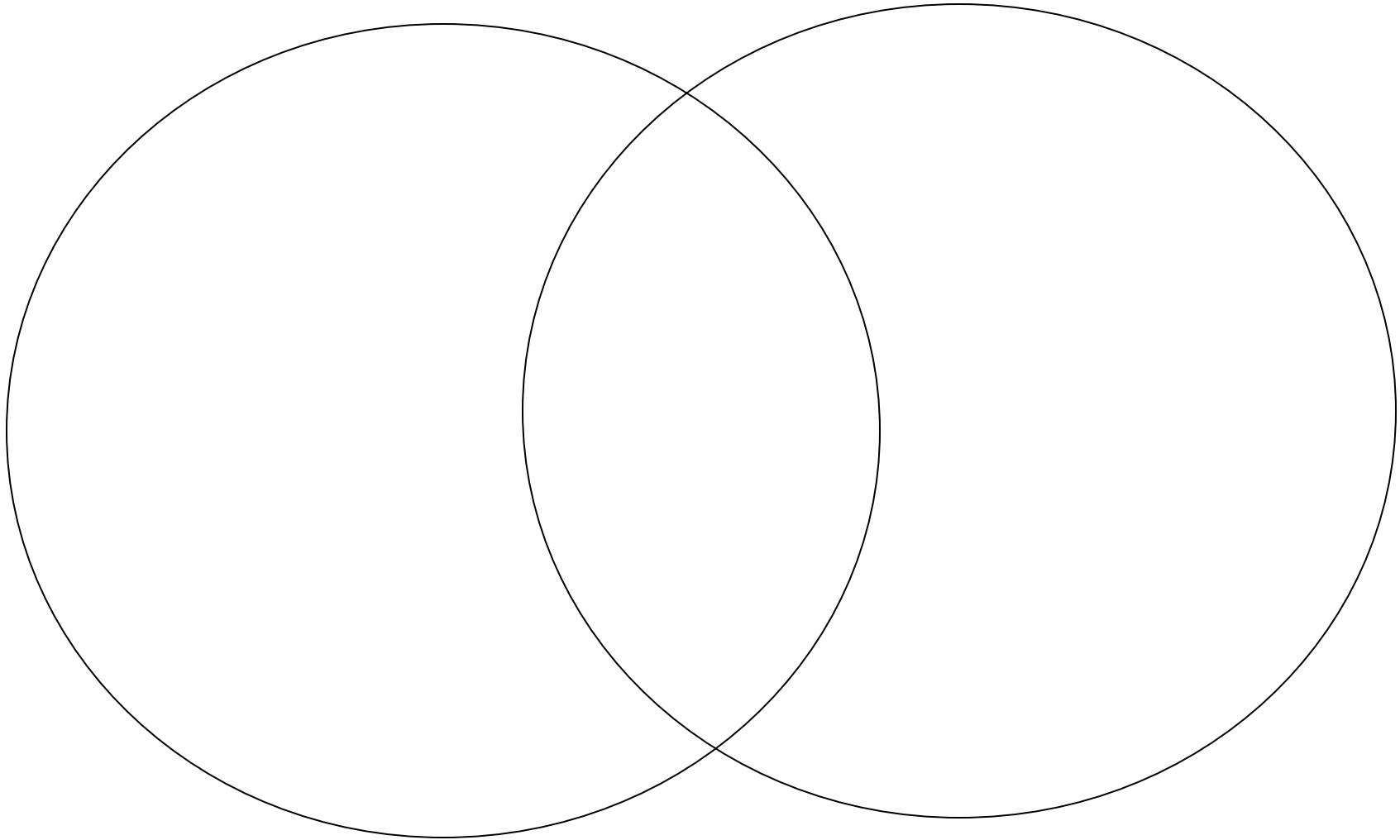
Appendix A, page 2  
Map of Ancient Greece (answer key)



**Appendix B**

**Venn Diagram**

Name \_\_\_\_\_



## Gods and Goddesses

Using the following page, match the god or goddess with his/her description. Use the blank to list the name of the god/goddess. The clues are given below.

- Aphrodite: Goddess of love and beauty. She was born in the sea and sailed to shore in Cyprus on a scallop shell. Her symbols were roses, sparrows, dolphins, and rams.
- Hestia: Goddess of the home. Every Greek city and family had a shrine dedicated to her.
- Demeter: Goddess of agriculture and all plants, especially corn. The Greeks thought winter was the time when Demeter neglected plants and searched for her daughter Persephone, kidnapped by Hades. Her symbols were a sheaf of wheat or barley.
- Zeus: Ruler of the gods and controller of the sky, storms, thunder, and lightning. His symbols were the thunderbolt, eagle, and oak tree. He took power by overthrowing the Titans (who were giants in Greek mythology).
- Hera: Wife of Zeus and protector of women and marriage. Games were held in her honor in Argos. Her symbols were the peacock and pomegranate.
- Ares: God of war. He was quick-tempered and violent. His symbols were a burning torch, a spear, dogs, and vultures.
- Hades: Ruler of the underworld—the realms of the dead whom he rarely allowed to return to Earth. He was also the brother of Zeus.
- Poseidon: Ruler of the seas. He lived in an underwater palace. He was believed to cause earthquakes and storms at sea. His symbols were horses, dolphins, and a trident.

Appendix C, page 2  
**Gods and Goddesses**

Name \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

(adapted from *Ancient Greece* by George Moore)

Appendix C, page 3  
Gods and Goddesses (answer key)



Zeus



Aphrodite



Ares



Poseidon



Hestia



Demeter



Hera



Hades

**Appendix D**

**Rubric for Greek Myth Activity**

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

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Required Elements</b>	The product includes many elements of the myths. Clear understanding is shown.	Some elements of the myths are shown. Understanding is displayed.	Few elements of the myths are shown. Understanding is not clear.	Several elements were missing showing little or no understanding of the myths.
<b>Grammar and Mechanics</b>	There is no grammatical, spelling, or punctuation mistakes on the product.	There are one-two grammatical, spelling, or punctuation mistakes on the product.	There are three-four grammatical, spelling, or punctuation mistakes on the product.	There is more than four grammatical, spelling, or punctuation mistakes on the product.
<b>Attractiveness</b>	The product is exceptionally attractive in terms of design, layout, and neatness.	The product is attractive in terms of design, layout and neatness.	The product is acceptably attractive though it may be a bit messy.	The product is distractingly messy or very poorly designed. It is not attractive.
<b>Use of Class Time</b>	Used time well during class. Focused on getting the project done. Participation very good.	Used time well during class. Usually focused on getting the project done. Participation good.	Used some of the time well during class. There was some focus on getting the project done. Participation minimal.	Did not use class time to focus on the project. Worked alone rather than together.

## Ancient Greece Study Guide

Name \_\_\_\_\_

### Part I: Matching

- |   |       |    |                     |
|---|-------|----|---------------------|
| Greek city-state                        | _____ | A. | Athenian dramatists |
| Governing body in Athens                | _____ | B. | Military            |
| Sparta society emphasized               | _____ | C. | Assembly            |
| Sophocles, Euripides, and Aeschylus     | _____ | D. | Greek               |
| Architecture of White House and Capitol | _____ | E. | Polis               |

### Part II: Short Answer (in complete sentences)

1. Who was the Greeks' chief god? \_\_\_\_\_  
\_\_\_\_\_
2. Who wrote the Greek epic poems *The Iliad* and *The Odyssey*? \_\_\_\_\_  
\_\_\_\_\_
3. What city-state was the main rival of Sparta? \_\_\_\_\_  
\_\_\_\_\_
4. The temple built to honor Athena was called what? \_\_\_\_\_  
\_\_\_\_\_
5. Who won the Peloponnesian War? \_\_\_\_\_  
\_\_\_\_\_

## Ancient Greece Study Guide

6. What did Aristotle believe in above all else? \_\_\_\_\_

---

### Part III: Multiple Choice

1. If you were a citizen of Athens, you were
  - a. born in Athens
  - b. a male adult
  - c. a male or a female with one Athenian parent
  - d. a male adult, not a slave, and had two Athenian parents
  
2. Name why the Olympic Games began.
  - a. so that citizens did not have to join the military
  - b. as a funeral ritual to honor the king
  - c. as an alternative to prison for criminals
  - d. as a religious festival to honor Zeus
  
3. What did the Delian League do?
  - a. helped Spartans fight against the Peloponnesians
  - b. broke down conflicts of the Peloponnesian War
  - c. helped city-states start an educational system
  - d. helped city-states defend against Persian invasions
  
4. What is meant by the “Socratic Method”?
  - a. learning by questions and answers
  - b. how Assembly elections are held
  - c. the jury system
  - d. a military strategy

## Ancient Greece Study Guide

5. Plato felt one goal of philosophy to be
  - a. to explain natural processes of the Earth
  - b. to explore the secrets of the stars
  - c. to perfect forms of life in the ideal state
  - d. to find the ones responsible for Socrates' death
  
6. What were the areas of Alexander the Great's conquests?
  - a. Western Europe
  - b. Asia to China
  - c. Greece, Persian Empire, and Middle East
  - d. Africa to the north of the equator

PART IV: Using the terms below, construct a time line of events. List the dates that accompany these events.

Persian Wars  
Hellenistic Period  
Olympic Games  
The Academy  
Peloponnesian War  
Greek city-state domination  
Delian League  
Golden Age of Athens



## Ancient Greece Study Guide (answer key)

Part I: E,C,B,A,D

Part II:

1. Zeus
2. Homer
3. Sparta
4. Parthenon
5. Sparta
6. truth

Part III: D, D, D, A, C, C

Part IV: Olympic Games-776 B.C., Greek city-state domination-500 B.C., Persian Wars-498 B.C., Delian League-478 B.C., Golden Age of Athens-479 B.C.-404 B.C., Peloponnesian War-431 B.C., The Academy-387 B.C., Hellenistic Period-323 B.C.-30 B.C.

Part V: Answers will vary.

Appendix F

**Rubric for Debate: Athens v. Sparta**

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

<b>CATEGORY</b>	<b>10-8</b>	<b>5-7</b>	<b>3-4</b>	<b>1-2</b>
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
<b>Understanding of Topic</b>	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

## Appendix G

# Olympic Games of Ancient Greece

### EVENT I: JAVELIN THROW

Using a straw, you will take two throws; one for distance, and one for Accuracy

### EVENT II: SHOT PUT

The distance you can toss a cotton ball will be the object of this event

### EVENT III: ARM WRESTLING

You will face your opponent in a battle of strength and power

### EVENT IV: BROAD JUMP

See how far the strength in your legs will carry you in this event of Distance

### EVENT V: DISCUS THROW

Test your arm strength in this throw of paper plates for distance

### EVENT VI: 100 METER SPRINT

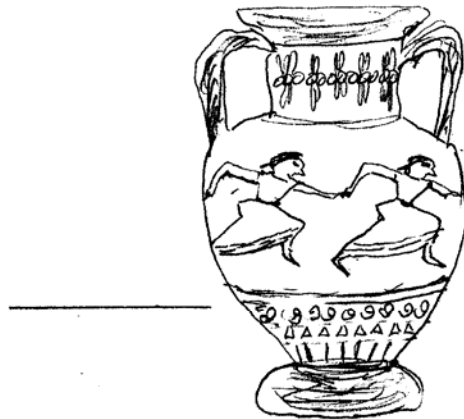
Test your speed and agility in this dash of 100 Meters

# The Golden Age of Athens

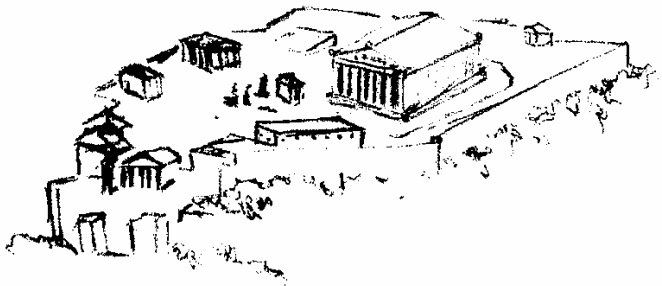
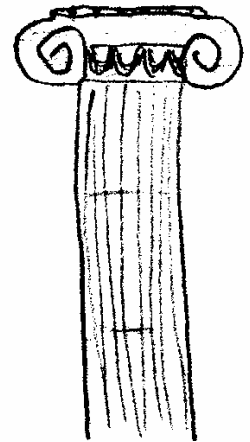
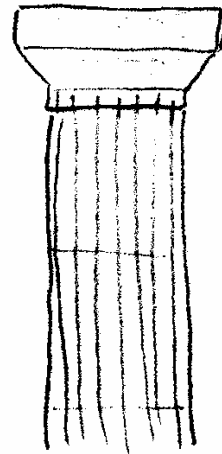
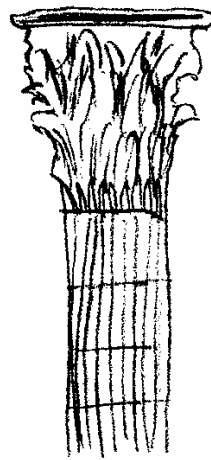
Name \_\_\_\_\_

Use the word bank to label the illustrations. One of the illustrations has more than one correct answer.

- |               |                   |
|---------------|-------------------|
| The Acropolis | Corinthian column |
| The Parthenon | Mask of Tragedy   |
| Doric column  | Mask of Comedy    |
| Ionic column  | Tribute to Athena |
| Pottery       | Sculpture         |



Appendix H, page 2  
**The Golden Age of Athens**



Match the person with his accomplishment(s) in history. Draw a line from the person to his accomplishment. One of the choices has more than one accomplishment.

Hippocrates

Thucydides

Herodotus

Recorded Peloponnesian War

Father of History

Recorded Persian Wars

Father of Medicine

# The Golden Age of Athens (answer key)



The Parthenon  
Tribute to Athena



pottery



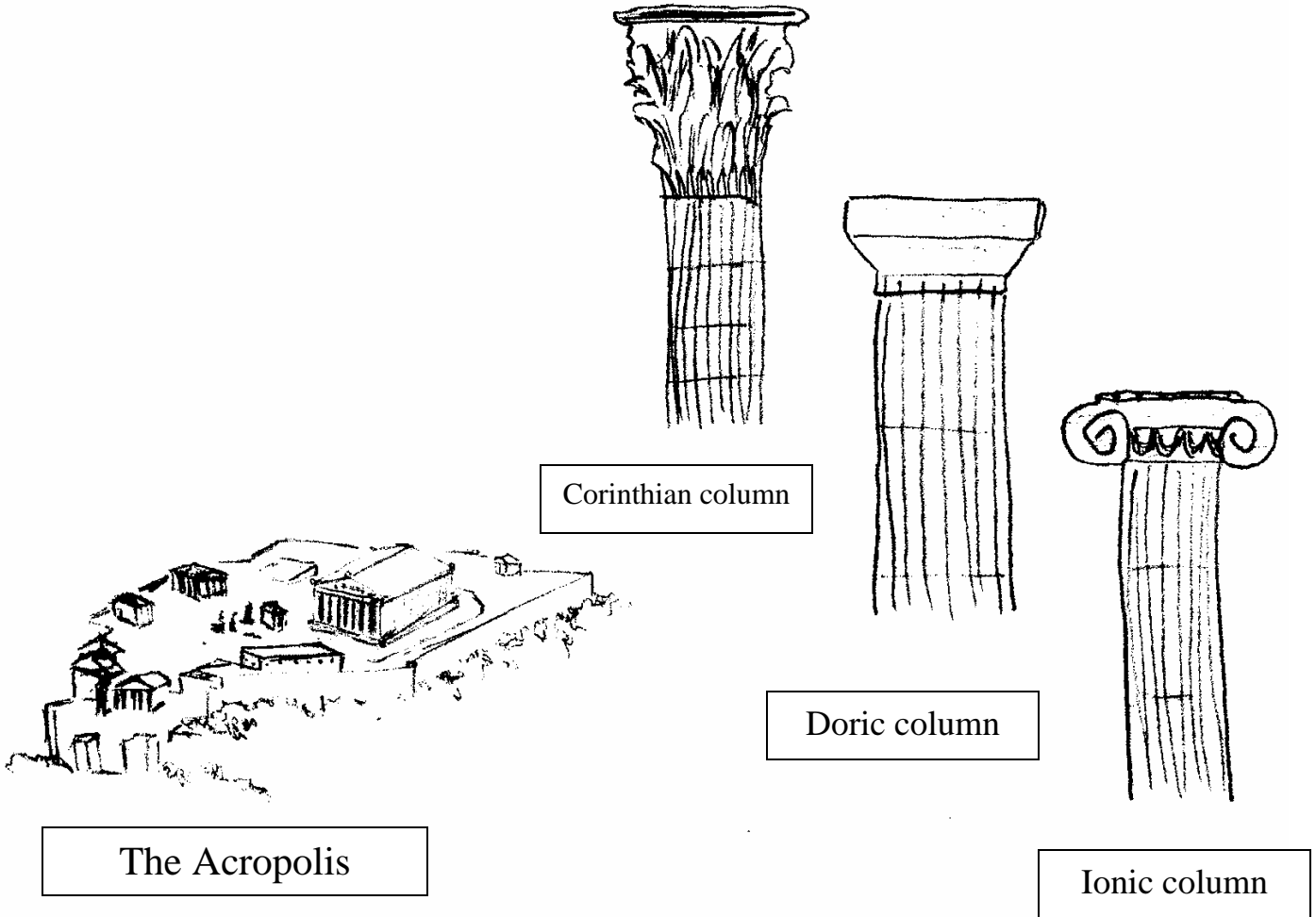
Mask of Comedy

Mask of Tragedy

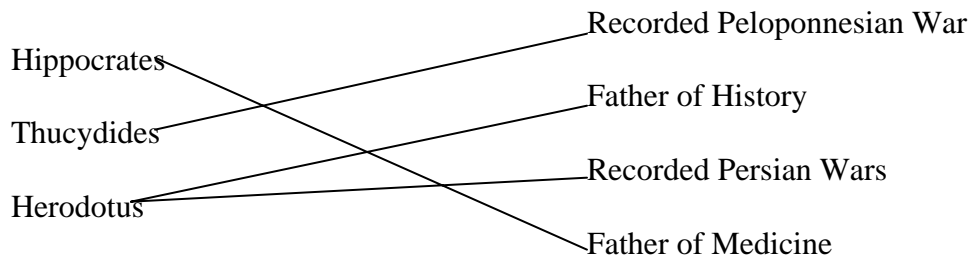


sculpture

Appendix H, page 4  
**The Golden Age of Athens (answer key)**



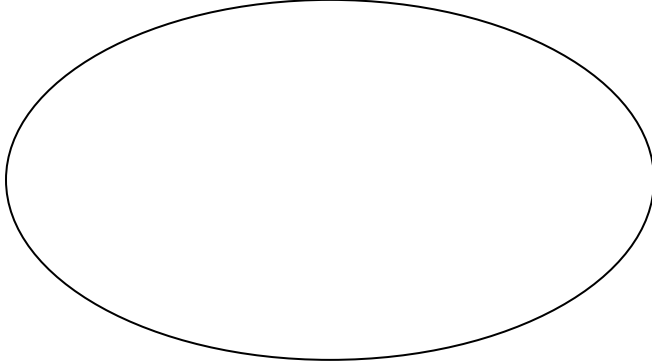
Match the person with his accomplishment(s) in history. Draw a line from the person to his accomplishment. One of the choices has more than one accomplishment.



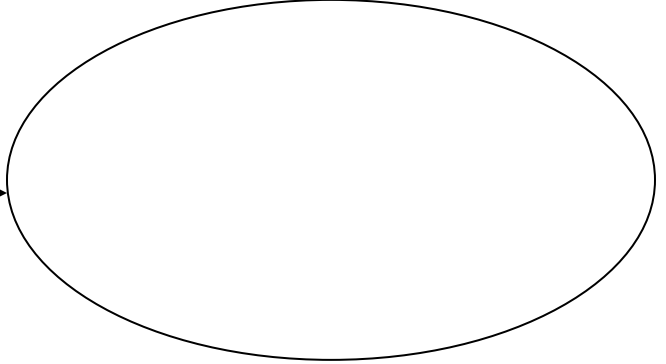
# Cause and Effects of the Peloponnesian War

Name \_\_\_\_\_

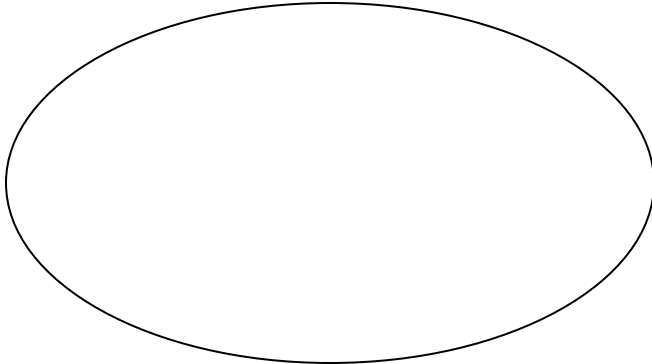
**Cause**



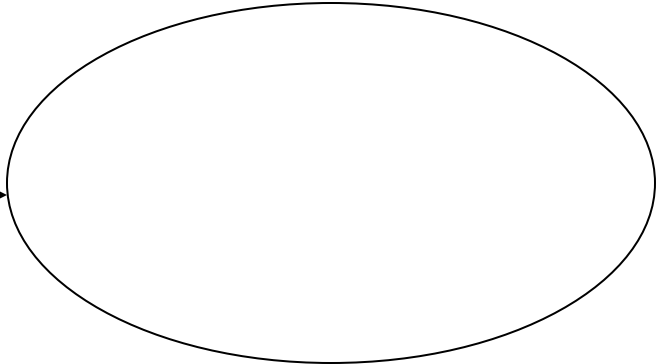
**Effect**



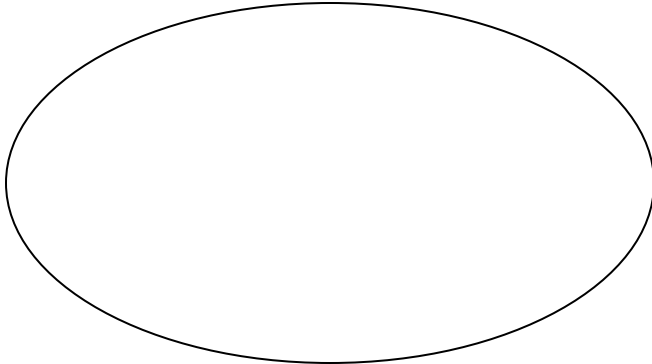
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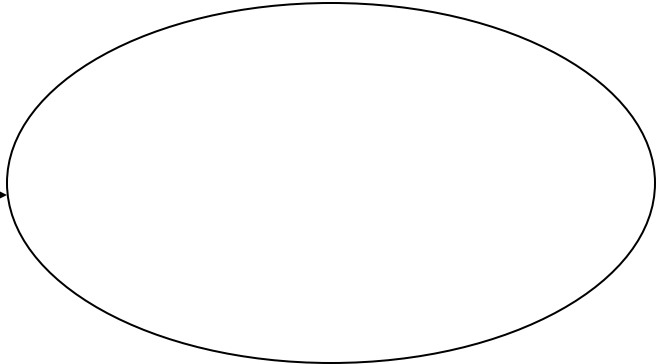
**Effect**



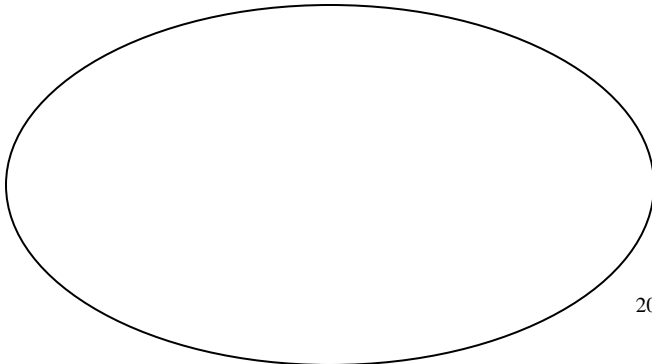
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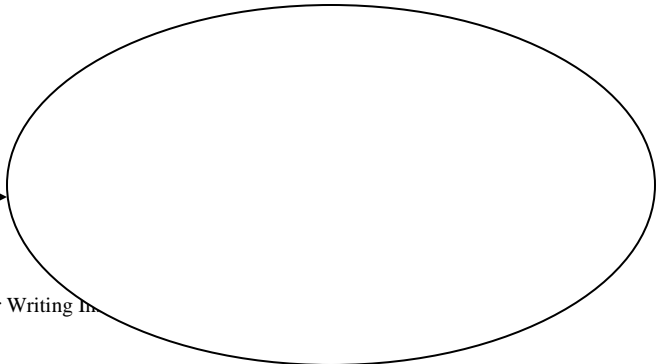
**Effect**



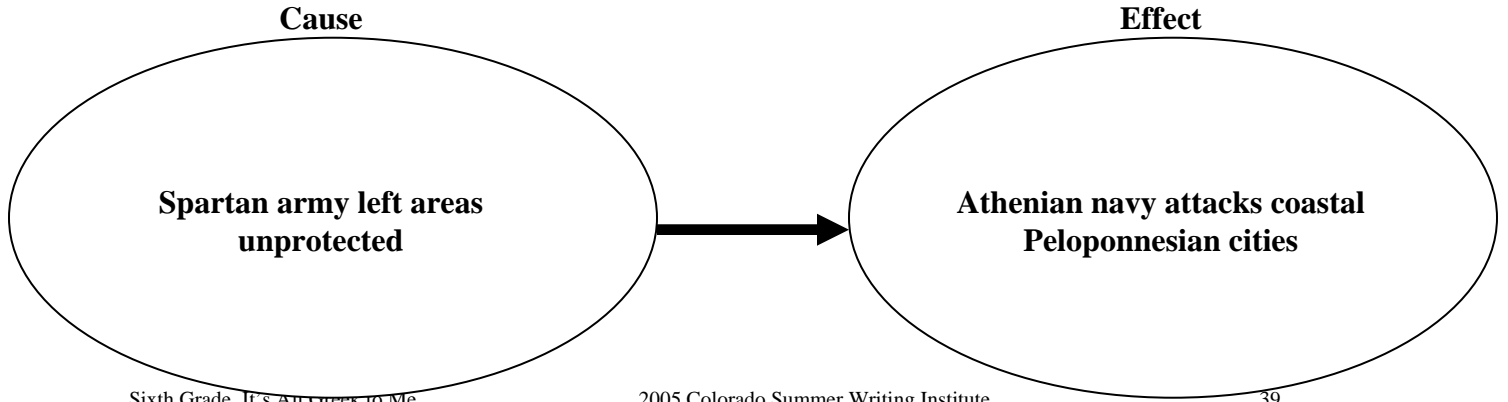
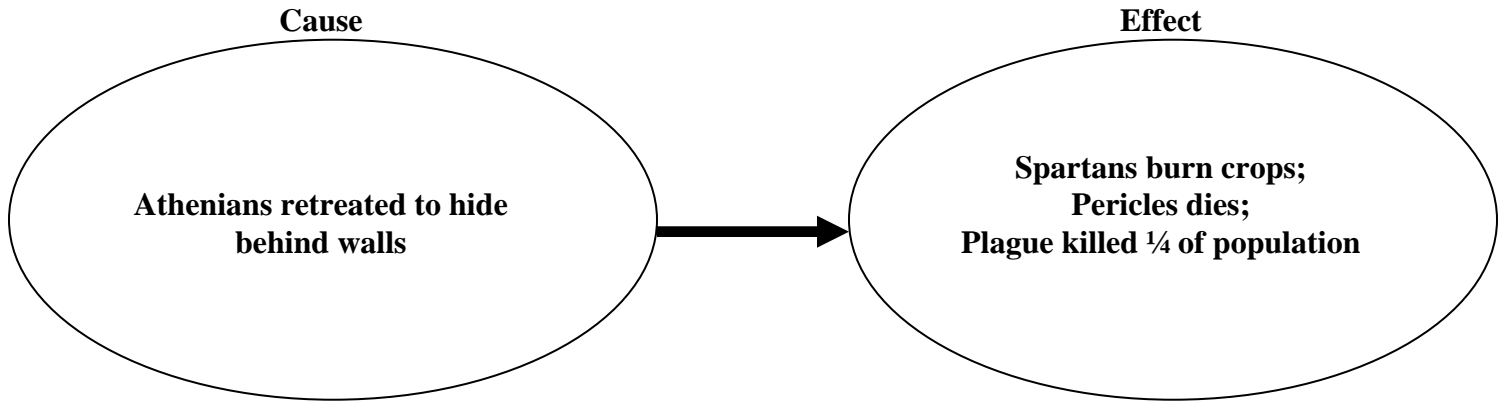
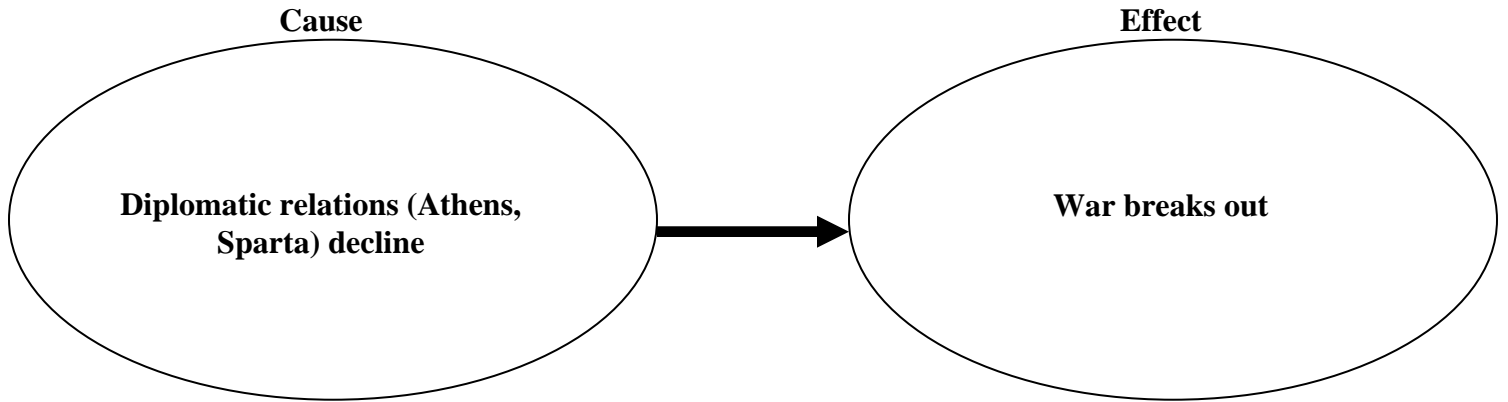
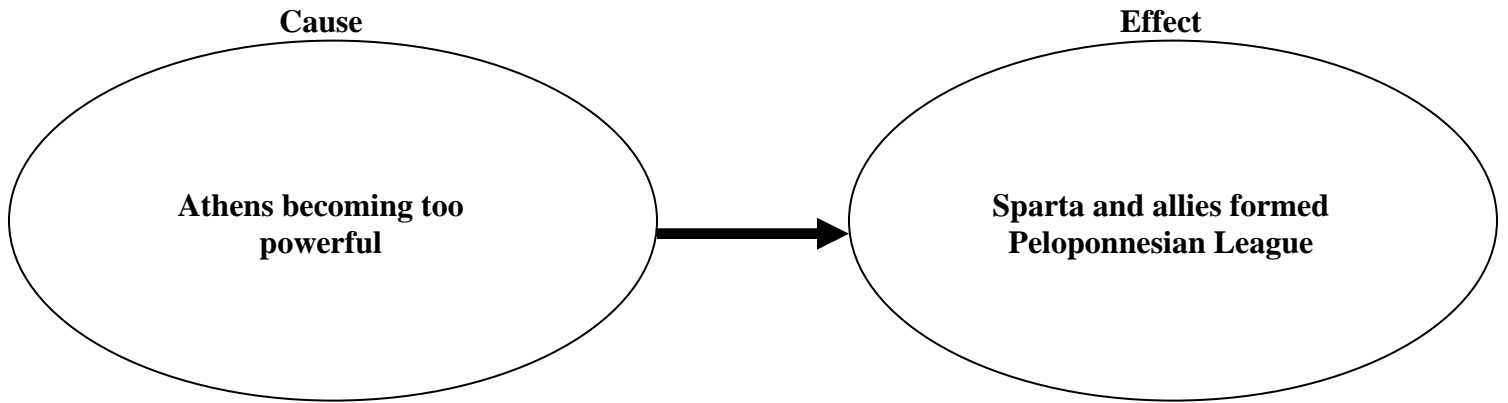
**Cause**



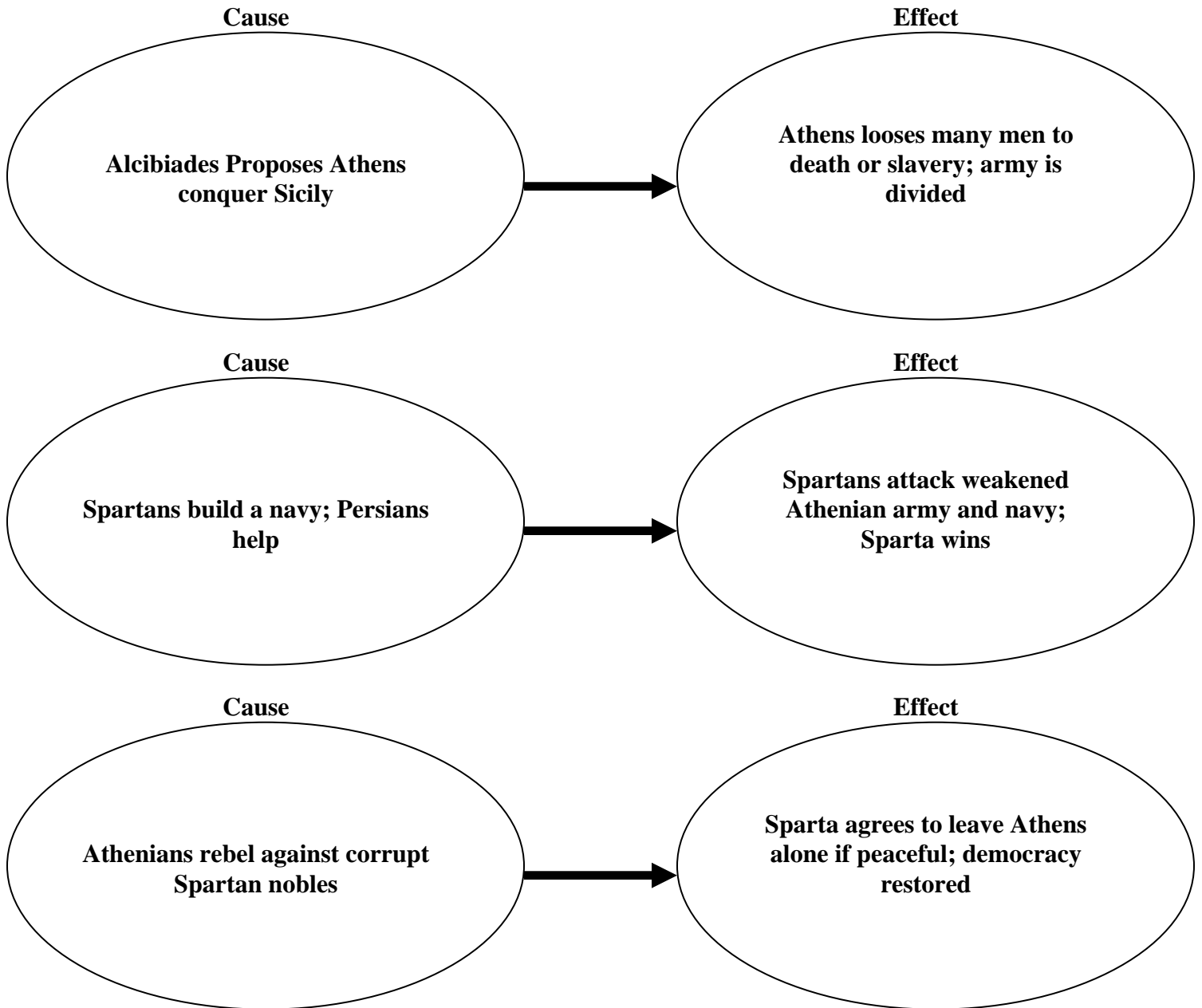
**Effect**



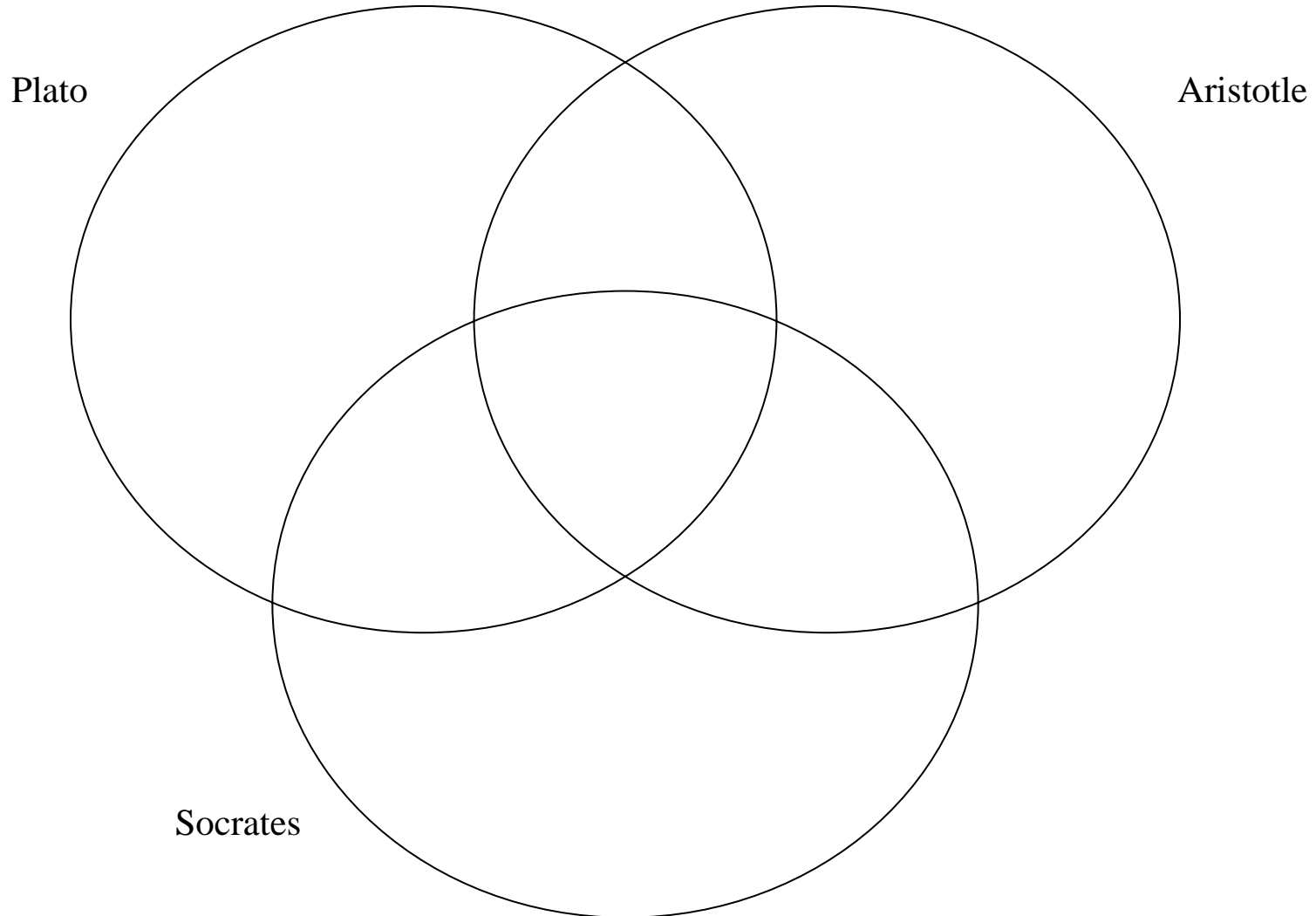
# Cause and Effects of the Peloponnesian War (answer key)



## Cause and Effects of the Peloponnesian War (answer key)



**Appendix J**  
**Venn of Socrates, Plato, and Aristotle**



What is the main contribution of these three philosophers?

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## The Legacy of Greece

The Greek alphabet is composed of 21 letters. The word “alphabet” is based on the first two letters of the Greek alphabet—“alpha” and “beta”. The alphabets of all major European languages are to some extent based on the ancient Greek alphabet.

Letter	Name	Pronunciation	Letter	Name	Pronunciation
A	alpha	'a' as in father	N	nu	'n' as in nose
B	beta	'b' as in biology	Ξ	xi	'x' as in fix
Γ	gamma	'g' as in guild	Ο	omicron	'o' as in hot
Δ	delta	'd' as in democracy	Π	pi	'p' as in pie
E	epsilon	'e' as in get	Ρ	rho	'r' as in rhinoceros
Z	zeta	'z' as in zoo	Σ	sigma	's' as in signal
H	eta	'a' as in paper	Τ	tau	't' as in temple
Θ	theta	'th' as in theater	Υ	upsilon	'ee' as in feet
I	iota	'i' as in police	Φ	phi	'ph' as in philodendron
K	kappa	'k' as in kitten	Χ	chi	'ch' as in chorus
Λ	lambda	'l' as in lion	Ψ	psi	'ps' as in eclipse
M	mu	'm' as in miss	Ω	omega	'o' as in oral

The English language and other European languages borrowed many words from the Greeks. Sometimes, the borrowed element is a root that serves as the basis for longer words.

ROOT	MEANING	ENGLISH WORDS
<i>Autos</i>	self	autograph, automatic
<i>biblios</i>	book	biblical, bibliography
<i>cryptos</i>	secret	crypt, cryptic
<i>dynamis</i>	power	dynamic, dynamite
<i>homos</i>	same	homogenize, homonym
<i>logy</i>	study of	geology, biology
<i>micro</i>	small	microcosm, microbe
<i>neos</i>	new	neon, Neolithic
<i>philos</i>	love	philanthropy, philosophy
<i>tele</i>	far	television, telephone

## The Legacy of Greece

Magnificent amphitheaters were built where the Greeks held an annual festival to honor the god of wind, Dionysus. Dramatic comedies as well as tragedies were held in this arena.

The idea of democracy, or citizens having a say in how their country functions is from the ancient Greek world.

Three types of columns were created by the Greeks. They built wonderful architectural buildings, many honoring their gods and goddesses. The United States Capitol and other governmental buildings based their design on Greek ideas.

The Greeks have left behind what could be called an “empire of the mind”; theories and teachings by great Greek philosophers are still discussed in schools and around the world today.

## The Legacy of Greece

Name \_\_\_\_\_

Please answer the following statements in complete sentences.

1. Tell of one way we owe a debt of gratitude to the Greeks for the Greek language.

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2. Tell of one way we owe a debt of gratitude to the Greeks for the Athenian legal system.

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3. Tell one way we owe a debt of gratitude to the Greeks for Greek architecture.

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4. Tell one way we owe a debt of gratitude to the Greeks for its poets and storytellers.

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5. What gifts from the Greeks do you especially value? Why?

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## Ancient Greece Unit Test

Name \_\_\_\_\_

Circle the letter of the best answer.

1. What was the ancient Greek word for city-state?
  - a. agora
  - b. acropolis
  - c. ostrakon
  - d. polis
  
2. Who was the Greeks' chief god?
  - a. Hera
  - b. Zeus
  - c. Poseidon
  - c. Athena
  
3. What was the name of the group that voted to determine government policy in ancient Athens?
  - a. Assembly
  - b. Agora
  - c. Senate
  - d. Symposium
  
4. Who could be a citizen of Athens?
  - a. anyone who was born in Athens
  - b. any male adult
  - c. any male or female adult who had at least one Athenian parent
  - d. any male adult who was not a slave and had two Athenian parents
  
5. The Greek epic poems the *Iliad* and the *Odyssey* were attributed to
  - a. Homer
  - b. Plato
  - c. Symposium
  - d. Aristides
  
6. What was the main rival of Athens?
  - a. Carthage
  - b. Olympia
  - c. Sparta
  - d. Peloponnesia

## Ancient Greece Unit Test

7. What was most important to Spartans?
- a. military ability
  - b. artistic ability
  - c. debating skills
  - d. shipbuilding
8. How did the Olympic Games begin?
- a. as a way to avoid military service
  - b. as a funeral service for a king
  - c. as punishment for captured enemies
  - d. as a religious festival to honor Zeus
9. Why was the Delian League established by Greek city-states?
- a. to battle the Peloponnesian League led by the Spartans
  - b. to prepare for the growing conflicts of the Peloponnesian War
  - c. to establish a community education program for Athenian youth
  - d. to defend themselves against any future Persian invasions
10. What was an important Greek building; a temple to honor Athena, called?
- a. Acropolis
  - b. Lyceum
  - c. Coliseum
  - d. Parthenon
11. Who won the Peloponnesian War?
- a. Peloponnesia
  - b. Athens
  - c. Sparta
  - d. Rome
12. What is the Socratic Method?
- a. a question-and-answer system of learning
  - b. a way of electing members of the Assembly
  - c. a military strategy
  - d. another term for the jury system
13. For Plato, one of the goals of philosophy was to find
- a. the explanations for natural phenomena, such as lightning.
  - b. the culprits responsible for the unjust death of Socrates.
  - c. secrets of the future in the stars.
  - d. the perfect forms of life in the ideal state.

## Ancient Greece Unit Test

14. What areas did Alexander the Great conquer?
- a. Western Europe
  - b. Asia all the way to China
  - c. Greece, Persian Empire, the Middle East
  - d. all of Africa above the equator
15. Who were Sophocles, Euripides, and Aeschylus?
- a. the most famous Spartan generals in the Peloponnesian War
  - b. the major Athenian dramatists
  - c. the Roman consuls appointed by Julius Caesar
  - d. the heroes at the battle of Thermopylae
16. Which of the following was most important to Aristotle?
- a. truth
  - b. wealth
  - c. warfare
  - d. equality
17. What are the White House, Capitol, and Jefferson Memorial based on?
- a. Roman and Spanish architecture
  - b. Byzantine architecture
  - c. Greek and Turkish architecture
  - d. Greek and Roman architecture
18. Provide your opinion. List your favorite part of the Ancient Greece unit and why. Give examples of items you have studied in the unit. Use complete sentences.

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**Ancient Greece Unit Test (answer key)**

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|----|---|-----|---|-----|--------------------|
| 1. | A | 7.  | A | 13. | D                  |
| 2. | B | 8.  | D | 14. | C                  |
| 3. | A | 9.  | D | 15. | B                  |
| 4. | D | 10. | D | 16. | A                  |
| 5. | A | 11. | C | 17. | D                  |
| 6. | C | 12. | A | 18. | Answers will vary. |