Ancient Greece

Mr. Donn and Maxie's Always Something You Can Use Series

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Preface

I am a teacher. With "No Child Left Behind" (NCLB) being the law of the land, and with every teacher required to help raise test scores on standardized tests, we are all looking for ways to improve our teaching. Today there are national Common Core State Standards for teaching as well as various state standards that students are expected to meet. Maybe your state or school district has exit exams students are required to pass. Your circumstances will be different from mine but we all have the same goal in mind. Help our students reach their goals.

The Mr. Donn and Maxie's Always Something You Can Use series was written in part because when I went looking for help as a new teacher there was nothing there. The lessons you are about to use are ones that I have used in the classroom myself, with input from my colleagues, friends, students, and especially my wife.

I currently teach in an urban school with all its challenges and difficulties. I teach both language arts and social studies. I have been in various levels of secondary school grades 6–12.

Focus: This book, and the rest of the books in the series are for teaching Ancient History. Each book is a separate unit that deals with each of the different ancient civilizations Each book has within it a complete unit on ancient history. Within each unit there are various types of lessons. Each unit will contain vocabulary lessons, writing lessons, and activity lessons. The variety will hopefully keep all your students involved, entertained, and learning.

In *Classroom Instruction that Works*, Marzano et al list ten research based strategies. The ancient history series uses these ten strategies, as well as other concepts, ideas, and strategies, to build lesson plans and instruction around. For those who are unfamiliar with Marzano et al, here is a quick recap of those strategies.

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advanced Organizers

These strategies and concepts are imbedded into the lessons. You won't find a place where it says "We will now use the strategy of Cooperative Learning." Instead you will find cooperative learning within the lesson. An example of this is in the Ancient China unit; students are divided into groups, and each group chooses or is assigned one of the dynasties. That group is given an opportunity to research, create a presentation, and then present their product to the class. This project is monitored by the teacher as to progress and deadlines. Their product is then placed in the classroom for all to see, share, and use. This same project includes Marzano's strategies of "Reinforcing effort and providing recognition," "Nonlinguistic Representation," and "Setting Objectives and Providing Feedback."

The Mr. Donn and Maxie Always Something You Can Use series also uses ideas and concepts to help make teaching and learning enjoyable—ideas such as "Word Walls" to help build vocabulary, various writing ideas to stimulate interest in writing, and games, pictures and graphic organizers to increase efficiency and retention.

We worked very hard to bring you the best ideas we could to make history a subject that students would want to learn.

Ancient Greece
Introduction

Subject: Ancient Greece

Level/Length: This unit was written with sixth graders in mind but can easily be adapted for grades 5–9. It is presented in twenty-one sections including the final activity; some sections are mini-units and will take longer than one class period to complete. Lessons are based on a 55-minute class period, but they can be adjusted to fit any time frame. As written, the time frame needed to complete this unit is 8 weeks.

Unit description: This unit covers the Minoans, Mycenaeans, early and classical Greece, the Trojan, Persian, and Peloponnesian Wars, the city-states of Athens, Sparta, Corinth, Megara, Argos, Olympia, and Thebes, government, myths and legends, great Greeks, gods and goddesses, the Greek alphabet, art and architecture, inventions, professions, Aesop's fables, and daily life, plus four mini-units—Trial of Socrates, WZUS/KZUS, the Greek Olympics, and Beware of Greeks Bearing Gifts. Activities are varied and include classifying, abstracting, map work, writing, reading, speaking, researching, interpreting, presenting, and other higher level thinking activities. Because of the number and variety of assessments we use throughout this unit, we feel that a final unit exam for ancient Greece is unnecessary. Thus, this unit does not include a lesson for test review.

Rationale: In view of the latest government guidelines on education with No Child Left Behind, this unit was developed to meet standards applicable in most states. Lessons are designed to address various learning styles and can be adapted for *all* students' abilities.

Ancient Greece
Setting up the Room

With this unit, there is little need to set up much of the room in advance. Travel posters or maps will brighten the room until student work is posted. Throughout the unit, students will be creating several things to post on the classroom walls or bulletin boards including Minoan Murals, the Achilles Rap, the Adventures of Odysseus (Homer), and The Zeus Family Tree.

Word Wall

> *Design:* This is consistent for all units, but each has its own look. We suggest an outside border using the Greek alphabet. Place new words as you discover them in the unit on your word wall. Once a week, have the students pick a word, define it, and use it in a sentence. Use the word wall to fill in short periods of time throughout the unit.

Door Into the Classroom: On the hallway side of the door into your classroom, use construction paper to frame your doorway, creating an entrance to ancient Greece. We suggest using a pair of columns.

Aesop's Fables: Close class each day with one of Aesop's fables. Each fable has a moral. Have the students figure out the moral. (Don't be too specific. If they provide a good moral, accept it.) Morals can also be used to reinforce good behavior and to discuss poor behavior, so choose your fable accordingly.

Make A Greek Chiton

> At any time in this unit, should you decide to have your students dress the part, it's easy to make a Greek chiton. This simple costume was an everyday dress for men, women and children. It's made by folding a single piece of material in a certain way. You don't cut the material—you just fold it! That means you can use a single bed sheet to make a Greek chiton.
>
> - Fold it over until it's about the length from your shoulders to your knees
> - Fold it in half
> - Use two safety pins to hold it at the shoulders
> - Drop it over your head (with your head sticking out the hole between the two safety pins)
> - Belts are optional. Let it drop, or tie a rope around the waist. Change the length by closing it out at the waist (pulling it up a bit so it drops over the rope belt.)

Section One:

Greece Geography

Time frame: 1 class period (55 minutes)
Content: Introduction, Map, Geography, and Fables

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overhead transparencies:
  Map of the Ancient Greek World (outline and/or labeled versions)
  Geography Comparison Chart: Egypt and Greece (blank)
- Reproducibles:
  Map of the Ancient Greek World (outline)
  Map of the Ancient Greek World (labeled)
  Geography Comparison Chart: Egypt and Greece

Daily Question: What is a city-state?

Open Class: Introduction

Ask students if they have ever heard of the "Spartans" or "Trojans" (college football teams). Inform students that these are only two of the things we have used from the ancient Greek culture.

Create a K-W-L chart about ancient Greece.

Inform students that the ancient Greek civilization can be broken down into several areas of study. We will look at four different areas: the Minoan, the Mycenaean, the Classical, and the Hellenic (Alexander the Great).

Activity: Map Work

Say: "Unlike the other ancient civilizations we have studied, Greece was never unified (until Alexander the Great) but remained a collection of city-states. Sometimes these city-states cooperated, and sometimes they fought each other, but they never unified into one country. However, much of what we call western civilization began in ancient Greece. We will begin our study with a look at Grecian geography."

- Handout: *Map of the Ancient Greek World* (outline; one per student.)
- Locate on the map Ionian Sea, Mediterranean Sea, Adriatic Sea, Athens, Sparta, Corinth, Peloponnesian Peninsula, Crete and Turkey.
- Color in the map.

Say: "Let's look at our maps."

Put the labeled *Map of the Ancient Greek World* on the overhead projector.

Say: "You will notice that Greece is a peninsula. That means it is surrounded on three sides by water. You'll also notice that this peninsula has many smaller peninsulas sticking out from it. Greece is also covered with mountains. These aren't huge mountains, but if you are trying to go from place to place, they are a great hindrance. It was very difficult to get from place to place in Greece by walking."

Ask: "What do you think was the easiest way to get around Greece?" (Answer: By ship.)

Answer daily question: What is a city-state? **Ask:** "Where do you think many of the city-states were located?"

Say: "The Greeks were known as great sailors. They explored much of the Mediterranean Sea. They founded colonies everywhere they could in the Mediterranean area: on the coast of Turkey, in Italy, on the coast of Africa, on the coast of France. Egypt, however, was one exception, as its people would not allow colonization.

"Look at a map of the Mediterranean Sea and examine how far the Greeks' control spread. This spread of Greek civilization brought the Greeks into contact with and conflict with various other civilizations around the Mediterranean.

"While you still have your maps open in front of you, we will now compare the geography of Egypt (which we just studied) to the geography of Greece."

Handout: *Geography Comparison Chart: Egypt and Greece*

Use the overhead projector. Together, fill in the chart on the overhead transparency, encouraging students to also fill in their handout.

Fill in chart:

	Egypt	Greece
Topography	Flat	Mountainous
Coastline	One coast, Mediterranean	Surrounded by seas, many inlets, bays, and peninsulas.
Internal barriers	None	Mountains, rivers
Fertile land	Along the Nile only	Many fertile valleys
Climate	Hot and dry	Rainy, hot summers and cool, wet winters
Government	Pharaoh	Various

Say: "Please put away your maps and your comparison charts."

Transition: "The ancient Greeks were highly adept at storytelling. They created some of the best stories in the history of mankind. Their stories were so great that we're still reading them today. They also composed a variety of clever fables."

Activity: What is a Fable?

Ask: "What is a fable?" (Get some answers.)

Say: "A fable is a tale that ends with a lesson to be learned. An ancient Greek named Aesop took the time to collect a great many of the most popular fables and wrote them all down, creating a book called *Aesop's Fables.* As part of our Greek Unit, we are going to end each day with one of Aesop's fables. The first one is called 'The Man and the Lion.'"

Say: "Please close your eyes (and your mouths) and imagine it's 2,500 years ago."

A man and a lion were traveling together through the forest. They began to argue about who was stronger—the man or the lion. In the midst of their quarrel, they passed a stone statue, which showed a man strangling a lion.

"There!" said the man pointing to the statue. "See how strong man is? Does this not prove that I am right?"

The lion chuckled. "Ah," he said wisely. "But this statue was made by a man. If we lions knew how to build statues, you would see the man under the paw of the lion.

How a story ends often depends on the storyteller.

Filler: If time permits, have your students quickly draw one picture that illustrates the caption: "How a story ends often depends on the storyteller."

Close Class: "That's it for today."

Name:
Date:
Class:
Period:

Geography Comparison Chart

Egypt and Greece

Fill in the chart:

	Egypt	Greece
Topography		
Coastline		
Internal Barriers		
Fertile land		
Climate		
Government		

Name:
Date:
Class:
Period:

Map of the Ancient Greece World

Label these places on your map:

Ionian Sea, Mediterranean Sea, Adriatic Sea, Athens, Sparta, Corinth, Peloponnesian Peninsula, Crete and Turkey

Map of the Ancient Greece World

Section Two:

Minoans

Time frame: 1–2 class periods (55 minutes)
Content: Early Greece

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Butcher block paper, crayons, colored pencils or paint and brushes.
- Reproducibles:
  Theseus and the Minotaur
  Daily Life in Ancient Crete

Daily Question: What is a maze?

Open Class: What makes a hero?

Discuss what makes a hero.

Ask: "Has anyone ever heard of the "Running of the Bulls" in Pamplona Spain? How about bullfighting? There was a whole civilization that saw in bulls both great nobility and the worst of animal instincts. We now call the people of that civilization the Minoans. They were given this name because we learned of their civilization through ancient Greek myths about a legendary king, Minos." (Write on the board or overhead projector: King Minos—Minoan Civilization) "One of those myths is called *Theseus and the Minotaur*."

Ask: "What is a myth?" (Get some answers.)

Activity: Theseus and the Minotaur

Handout: *Theseus and the Minotaur*

Read and answer the questions

Transition. **Say:** "Let's locate the island of Crete on the map. Islands have fairly protective natural barriers, so the Minoans were relatively safe from invasion. Because they lived on an island, they also became skilled sailors."

Activity: Minoan Daily Life

Ask: "What was life like for the Minoans?"

Handout: *Daily Life in Ancient Crete*

Read and answer the questions.

Activity: Minoan Murals

Say: "The Minoans were a visual society. They surrounded themselves with art. Today, we are going to create a mural that illustrates Minoan daily life."

Brainstorm a few items that should be included, like bull jumping.

Spread out butcher-block paper. Working in groups, create a mural you might find on the wall in the palace at Knossos, the palace of Minos, King of Crete.

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Theseus and the Minotaur

A long time ago, there lived a king named Minos. King Minos lived on a beautiful island called Crete. He had a powerful navy, a beautiful daughter, and a large, spacious palace. Still, now and then, King Minos grew bored. Whenever this occurred, he directed his navy to attack Athens, a town on the other side of the sea.

The people of Athens grew tired of King Minos. To appease him, the king of Athens offered King Minos a deal. If Minos would leave Athens alone, Athens would send seven Athenian boys and seven Athenian girls to Crete every nine years to be eaten by the Minotaur.

The Minotaur was a horrible monster that lived on Crete, in the center of a huge maze in the palace. Because Minos would much prefer to feed the Minotaur Athenian children than feed the Minotaur the children of Crete, he took the deal.

It was just about time for Athens to send a new crop of children to be eaten, causing everyone in Athens great sadness. Prince Theseus of Athens, the king's son, was very young, but he knew that it was wrong to send small children to be eaten by a monster just to avoid a battle with King Minos. Prince Theseus told his father that he was going to Crete with the children and he intended to kill the Minotaur. His father begged him not to go, as he was afraid his son would be eaten. But the prince was determined, and began to sail towards Crete.

The prince and the children arrived, and King Minos and his daughter, the Princess Ariadne, came out to greet them. The king told them that they would not be eaten until the next day, but Princess Ariadne did not say anything. After one look at Prince Theseus, she had fallen in love. She wanted to save Prince Theseus.

Later that day, Ariadne gave Theseus a sword and a ball of string. She told him to tie the string to the door of the maze and unroll it as he moved through the labyrinth. That way, he could find his way out again. Theseus knew she gave him the sword to kill the Minotaur and thanked the princess.

The next morning, Prince Theseus and the Athenian children entered the maze. The door locked behind them. Following Ariadne's directions, Theseus tied the string to the door. He told the children to stay by the door, he entered the maze, and, eventually, he found his way to the very center. There was a huge battle. Using the sword Ariadne had given him, Theseus killed the Minotaur. He followed the string back and knocked on the door.

Princess Ariadne was waiting. She opened the door. Prince Theseus and all the children ran to their ship and sailed away, accompanied by Princess Ariadne.

On the way home, they stopped for supplies on the island of Delos. Ariadne fell asleep. Theseus left her sleeping there, and, with the children, sailed away.

While Theseus was gone, King Minos had died. Though he mourned the loss of his father, all the people of Athens were proud of their young prince, who was now a king.

Name:
Date:
Class:
Period:

Daily Life in Ancient Crete

In the early days of ancient Greece, there lived a group called the Minoans, who made their home on the island of Crete.

Homes: The Minoans were incredibly interesting people. As early as 2600 BCE they lived in stone houses. Even the poor had four- to eight-room homes, and a bathroom. It would appear that many of their homes had running water, which they could use to drink, bathe, and flush waste away.

Art and Decoration: They created especially fine art. The walls of their homes were painted with colorful scenes of their daily life and of the life around them, such as sea creatures and flowers. They created elegant swords and daggers. They made jewelry from gold, ivory, and semi-precious stones in various colors. They had beautiful hairstyles and luxury items like combs and brushes, designed with gold and gems. Their pottery was made in fun shapes and decorated with geometric designs.

Reading and Writing: The Minoans spoke a language we can't understand and wrote a script that we can't read. Archeologists have found much to read—should they ever figure out how to read the ancient Minoan script, history books might have to be rewritten! In the meantime, we look to Minoan art to try and learn how these ancient people lived.

Leisure Activities: From their paintings, it would appear that men and women were fairly equal. Young men and women enjoyed jumping over bulls. The discovery of gaming boards indicates that they loved games. And because Crete was an island, surrounded by water, many of their leisure activities had to do with swimming, diving, and sailing.

Religion: They worshiped goddesses, especially the snake goddess.

Palaces: The Minoans built many towns on the island of Crete. Each had a palace center, or huge building around which the town was built. The Minoans built huge palaces that contained running water and indoor plumbing.

The Palace at Knossos: The largest Minoan palace was located in the capital city of Knossos. The palace at Knossos had great courtyards, interior light wells, and halls for huge gatherings, wide staircases that led to different floor levels, and at least 1,500 rooms. There were so many passageways that they acted rather like a labyrinth, or maze. Because it was constructed of gypsum, the palace itself was dazzling white. As in residents' homes the interior walls were decorated with murals in rich colors with incredibly detailed scenes of their daily life.

Defense Works: Surrounded by all of these riches, the Minoans seemed to have had little or no defense works. They were not a warring nation. Rather, they seemed to have fostered positive relationships around the Mediterranean, trading and getting along wherever they went. They scattered wealth amongst their own people and with their neighbors.

Natural Disasters: Around 1700 BCE, a horrible earthquake struck Crete. The Minoan palaces and buildings were destroyed. However, the Minoans built new, larger, and more elaborate palaces on the ruins of the old ones. Ancient Crete hummed with life.

Around 1500 BCE, the Minoans were hit again, this time by a volcanic eruption, followed by tidal waves.

What happened to the Minoans? When the buildings on Crete were replaced, the labyrinth palaces were replaced with a severe style of architecture. Pottery changed, too. The people who now lived on Crete produced the same shaped vase, over and over, repeated in the Greek way. The Minoans were no more. While they were still recovering and weak, they might have been conquered by the new civilization that was building on the mainland of Greece, the Mycenaeans. While archeologists do not know the answer, they do know that things changed on Crete.

Gifts from the Minoans: Fortunately, the Greek mainlanders seem to have adopted several of the ancient Minoan goddesses, along with many of their stories and legends. The Minoans left a rich legacy of art, myths, and legends. Hopefully, someday, someone will figure out how to read the ancient Minoan script. What an interesting read that will be!

Questions:

1. What was the capital of ancient Crete?

2. Name two activities the ancient Minoans did for fun.

3. Why can't we read Minoan script?

Section Three:

Mycenaeans, Trojan Horse

Time frame: 1–2 class periods (55 minutes)
Content: Early Greece, Trojan Wars, The Trojan horse

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Pictures of Greek pottery and paintings from this period
- Glass, pushpin, bottle with soda water in it (see below, misdirection)
- Overhead transparency: *Map of the Ancient Greek World (labeled)* used in Lesson One
- Reproducibles:
  The Legend of the Trojan Horse

Daily Question: Where is Crete?

Open Class: Welcome to the age of heroes!

Say: "As the intriguing Minoan Civilization disappeared due to natural disasters or losses in war, there arose on the Greek mainland a new civilization, the Mycenaeans. The Mycenaeans believed themselves to be great warriors. They fought with everyone with whom they came in contact. Some people think that they might have been responsible for the disappearance of the Minoan civilization."

Say: "The Mycenaeans built their palaces on hilltops."

Brainstorm with your students why they built on hilltops. Example: To be closer to the gods. What might be some of the disadvantages?

Say: "The Mycenaean age is sometimes called the 'Heroic Age,' or 'The Age of Heroes.' This is because much of their art depicts single warriors performing heroic feats, sometimes in war and sometimes against wild animals.

Show examples of Greek painting and pottery from this time period.

Activity: Misdirection

Say: "We know quite a bit about the ancient Mycenaeans because they wrote things down. We know, for example, that they worshiped a great many gods. The ancient Mycenaeans prayed to their gods for help. They expected their gods to take care of them, provided they said the right words in the right way. For example, in these early times, there were no city-run water purification systems. These early people learned from experience that if you drank dirty water, you got sick or died. A source of clean water was very important to them, as it is to all people, everywhere.

"By building on hilltops, the Mycenaeans caught what rainwater they could, but most of the water ran down the hills and swelled creeks and rivers. They wanted to make sure the water they drank was clean. They prayed to their gods to make their water safe to drink.

"They developed a method to purify their water, following these steps:

- Put a glass on a tabletop in the center of the room, so that everyone can see it.
- Take a sip from the bottle you are holding (filled with soda water), then pour the 'water' into the glass, filling it nearly to the top.
- Drop in a pushpin.
- Chant some nonsense in a chanting tone. (Sound mysterious.)
- Watch the pin carefully, waving your hand softly above the glass. (If you watch the glass, so will your students.)
- Continue to chant as the pin rises.
- By itself, the pushpin will stand up, spin, and begin to rise to the top."

Transitional: **Say:** "It's a good trick, isn't it?"

Activity: The Trojan Horse

Say: "Have you ever played a really good trick on someone? How about watching a magician, who bases his tricks on the idea that people see what they want to see?"

Place a map of the ancient Greek world on the overhead projector. The map you choose to use needs to include the city of Troy.

Say: "The ancient Greeks used this idea to defeat one of their enemies." Point to the overhead map of the ancient Greek World, and point out the location of Troy. "It is called *The Legend of the Trojan Horse*."

Handout: *The Legend of the Trojan Horse*

Read and discuss how the Greeks tricked the Trojans.

Ask the students: "What is a legend?"

After getting several responses tell the students that for the purposes of our class a legend is "a story that has some basis in fact, yet also some elements of fiction."

Say: "The story of the Trojan Horse is a legend. The city of Troy was a real place. Archeologists have found the ruins of several cities built on the site where the legendary city stood. One of these was destroyed by warfare at the time as the Trojan War supposedly took place. Thus, it looks like the Trojan War was real. Now, was the Trojan horse real, or was it made up to explain how the Greeks finally tricked their way into the city of Troy? The answer is—we don't know. Maybe one of you will be the archeologist who finally comes up with the answer to the legend of the Trojan horse."

If you have time, discuss with students other legends such as John Henry, Johnny Appleseed, Paul Bunyan, and Pecos Bill.

Additional activities for older or talented students:

1. Have students research and practice a sleight-of-hand magic trick to demonstrate how people see what they want to see.

2. Bring up the concept of modern-day legends—"urban legends" such as "The man in the back seat," or "The man with the hook." Have students research one or more of these urban legends.

Activity: The Downfall of the Mycenaean Civilization

Say: "Around 1200 BCE, a new group, the Dorians, appeared in Greece. The Dorians invaded from the north of Greece and fought the Mycenaeans. Historians and archeologists have found written records left by the Mycenaeans that tell how they tried to save their women and children by moving them from one town to another, and how they stockpiled war material in preparation for the next battle with the Dorians.

"The Mycenaeans were great warriors, but the Dorians had a great advantage: iron weapons. The Mycenaeans stood little chance against such superior equipment. Around 1200 BCE, Greek written records ceased. The Dorians had won. Greece fell into a dark age."

Discuss what a dark age is. (The Dorians did not write things down. We have no written record of their civilization.)

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

The Legend of the Trojan Horse

The Greeks had been fighting the Trojans for ten long years. Neither side could beat the other. The Greeks could not get over the walls around Troy, and the Trojans could not drive the Greeks away. Both sides were tired of battling, but neither would give up. They tried peace councils, but neither side trusted the other to keep the agreements. How could they end it?

A Greek general named Odysseus had an idea, telling the rest of the Greek people, "Let us pretend to board our ships and sail away back to Greece. We will leave behind a giant wooden statue of a horse as an offering to the the gods, and thus show the Trojans our intentions are real. But," continued Odysseus, "the horse will be hollow inside. Inside the horse, we will hide 30 men. I will hide in the horse to lead the men. When the Trojans bring the horse into their city, we will sneak out at night and open the gates to its entrance."

The Greeks built the horse, then boarded their ships and sailed away. The Trojans came out, found the horse, and dragged it back into the city of Troy. They then held a huge victory celebration. Late that night, the Greek ships sailed silently back to the beaches outside Troy and landed their army. Inside the city, Odysseus and the other men snuck out of the hollow horse, opening the city gates. The Greek army was inside the city walls and the Trojans were still sleeping. Thus began the destruction of Troy.

Questions:

1. Why do you think the Trojans pulled the wooden horse inside their gates?

2. What do you think might have gone wrong with the Trojan horse plan?

Section Four:

The Iliad and The Odyssey

Time frame: 2–3 class periods (55 minutes each)
Content: The Dark Ages
Homer
The Achilles Rap
The Adventures of Odysseus

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:
  The Grecian Dark Ages
  The Achilles Rap
  Homer's Odyssey

Daily Questions:

- Day One: What is a fable?
- Day Two: What makes a hero?
- Day Three: What is epic poetry?

Open Class: "Yesterday, we left the Greeks defeated by the Dorians. Greece fell into a dark age. Normally, a period in history is called a dark age because little is accomplished. The Grecian Dark Age was different. Even though they did not write things down or create pictures of their life on ancient vases and pottery, we still know some of the things that happened in ancient Greece because of the ancient Greeks' love for storytelling. They told the same stories repeatedly until nearly everyone in ancient Greece knew each story by heart."

Activity: Introduce the great poet, Homer

Ask: "What is the difference between a fable and a legend?" (Get an answer if you can.)

Answer:

- A fable is a story that ends with a lesson to be learned
- A legend is a popular story that has been told over and over about something that happened in the near or far past. To be a legend, there may be no factual evidence that the story is true.

Say: "When the dark ages were nearly over, and people began to write things down again, a famous Greek poet, Homer, collected many of the ancient Greek legends and wrote them down so that they would not be forgotten.

Activity: Daily Life in the Grecian Dark Ages

Handout: *The Grecian Dark Ages*

Read and answer questions.

Transition: Homer lived right at the end of the dark ages, in the 8th century BCE (During 700 BCE) Over 2,700 years ago, he collected and wrote down many of the ancient legends told by the traveling storytellers. The stories themselves refer to events that happened even further back in time. One of these very old stories is about a hero named Achilles. Homer took all of the stories about Achilles and put them together in one book, which he named *The Iliad*."

Activity: The Iliad

- Handout: *The Achilles Rap*
- Read aloud and answer questions.
- Divide the class into five groups. Each group will write their own verse using the information provided in the handout *The Achilles Rap*. Each verse should be 6–8 lines long. Have each group rap their own verse with the rest of class providing the chorus.
  First Verse: Achilles sitting in his tent vowing not to fight
  Second Verse: The Trojans, led by Hector, attack and beat the Greeks **Third Verse:** Achilles agrees to allow Patroclus to wear his armor to fool the Trojans
  Fourth Verse: Patroclus wears the armor into battle, and Hector kills him
  Fifth Verse: Achilles leaves his tent to avenge his friend's death and kills Hector

  Chant a Greek chorus after each verse. Use this verse, or have the class create one of their own.

  Chorus: Honor and virtue lead to fame Achilles the Hero, we call your name!

Activity: The Odyssey

The Adventures of Achilles were not the only group of stories that Homer recorded. He also collected a great many stories about the adventures of another hero, Odysseus, and put them together in one book, which he named *The Odyssey.*

- Handout: *Homer's Odyssey*
- Read and answer the questions.
- Have students draw an illustration from the Adventures of Odysseus on poster board. They may choose a scene aboard ship, or choose a scene from the Cyclops Cave or the Encounter with the Sirens. Students may mention that they don't know what anything or anyone looks like. That's fine. These stories were presented orally—nobody knows. Post all illustrations on the wall.

Review with students: During the 400 years of the Dark Ages, the Greeks developed:

- A common language: Before the Dark Ages, several languages were spoken in the Greek peninsula. After the Dark Ages, due in a great part to traveling storytellers, nearly everyone in Greece spoke Greek.
- A common heritage: Thanks to the traveling storytellers, who told the same stories about heroes and monsters and gods, the Greeks all knew the same stories, which gave them a common history
- A new system of writing, used throughout all of Greece
- A rejuvenation of art
- A growing trade system
- The use of iron for tools and weapons (gift to the Greeks from the Dorians.)

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
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Homer's Odyssey

The Odyssey is a collection of stories about the adventures of King Odysseus and his men, who were trying to sail home after the battle of Troy. Odysseus and his men lived on Ithaca, a small island as far away from Troy as someone could be while still in ancient Greece. It could have taken Odysseus a good month to get home, but because of all of the perils Odysseus faced on the way home, it took him and his men ten years to get home. During this time, Odysseus and his men had quite a few adventures, all of which involved mythical creatures. Everyone loved to hear the stories of brave Odysseus and his loyal band of men. These stories were told over and over by traveling storytellers during the Dark Ages of ancient Greece. Two of the stories went something like this…

Based on *The Odyssey* by Homer

The Cyclops Cave: After Odysseus and his men had been at sea for a while, their supplies began to dwindle. As they landed on shore to look for food, they found a cave full of sheep, which they proceeded to cook and eat. Unfortunately, the sheep belonged to a Cyclops, or a one-eyed giant. When the Cyclops returned to his cave, he was furious. He locked Odysseus and his men up so they could not get away. Using trickery, Odysseus managed to get the Cyclops drunk. He then sharpened a stick and blinded the Cyclops. The Cyclops tried to find Odysseus and his men to eat them, but they crawled under the rest of the sheep. Making "bah-bah" sounds, they crawled safely out of the cave and got away.

The Sirens: Not too long after that, Odysseus and his men ran into the Sirens. The Sirens were magical sea creatures known for their beautiful singing voices. The music they made was so hypnotic that sailors stopped sailing their ships to listen. With no one in charge, the ships crashed into land, killing everyone on board. When Odysseus heard the beautiful music, he was suspicious immediately. He had had quite a few adventures already and was beginning to be a bit suspicious of everything!

To be safe, he stuffed his crewmen's ears so they could not hear the music. He then tied himself to the ship's mast. That way, although he could hear the music, in case it was the gods being helpful, he would not be able to jump off the ship or swim to shore, or to do anything else that might endanger himself or his crew. It worked—Odysseus is still the only one known to have heard the Sirens sing and lived to tell about it!

After many more adventures, the goddess Athena took pity on him, and helped him find his way home. Homer recored these stories over 2,500 years ago so that the adventures of Odysseus would never be forgotten.

Questions:

1. Who was Homer?

2. Who was Odysseus?

3. What was the name of his ship? (Just kidding!)

4. Draw a picture that illustrates something that happened during Odysseus' journey home. It can be a picture aboard ship or on land.

Name:
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The Achilles Rap

Based on *The Iliad* by Homer
Group Instructions: Use the plot overview provided to create your verse

The Trojan War had been going on for ten years when the events from *The Iliad* take place. Agamemnon, the greatest king of the Greeks, and Achilles, the greatest warrior of the Greeks, had an argument. Achilles stormed off and returned to his tent in the army camp. He vowed never to fight for Agamemnon again.

While Achilles was sitting in his tent, the Trojans found out about the argument. They knew that, without Achilles, their own great hero, Hector, could beat the Greeks. The Trojans attacked. One by one, the other Greek heroes were wounded and put out of action. Hector could not be stopped. The Trojans made it all the way to the beach and started burning the Greek ships. Without their ships the Greeks would have no way to escape or to get supplies. The Greeks begged and pleaded with Achilles to come out of his tent and save them. Achilles was concerned for his comrades, but he remained resolute. He would not fight for Agamemnon again. He was not coming out of his tent.

Patroclus, Achilles' best friend, asked if he could wear Achilles' armor into battle. The idea was that this might trick the Trojans into thinking Achilles was back in the fight, which Patroclus hoped would scare the Trojans away. This solution allowed Achilles to keep his vow and still help his comrades.

Patroclus put on Achilles's armor and entered the fight. The Trojans, seeing who they thought was Achilles coming after them, started to run away. But Hector stood firm. He wanted to fight Achilles, and attacked. When the Trojan army saw who they believed to be Achilles lying dead, they turned back and attacked the Greeks with great spirit.

In his tent, Achilles heard what happened. Angry, he put on his extra armor and stormed out to fight. He hit the Trojans like a tidal wave, making them run for the safety of the walls of Troy. He then chased after Hector, and the two men fought, ending in Hector's death. Without Hector, the Trojans retreated to Troy. This is where *The Iliad* ends.

The Achilles Rap

Instructions:

Each group will write their own verse using the information provided in the handout *The Achilles Rap*. Each verse should be 6–8 lines long. Each group will rap their own verse with the rest of class providing the chorus.

Group One/First Verse: Achilles sitting in his tent vowing not to fight

Group Two/Second Verse: The Trojans, led by Hector, attack and beat the Greeks

Group Three/Third Verse: Achilles agrees to allow Patroclus to wear his armor to fool the Trojans

Group Four/Fourth Verse: Patroclus wears the armor into battle, and Hector kills him

Group Five/Fifth Verse: Achilles leaves his tent to avenge his friend's death and kills Hector

Chant this Greek chorus after each verse:

Chorus: Honor and virtue lead to fame
Achilles the Hero, we call your name!

Name:
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Class:
Period:

The Grecian Dark Ages

When the Dorians conquered the Mycenaeans, Greece fell into a dark age. The impressive towns of the Mycenaeans were replaced with small, poor villages. Fine silver- and gold-decorated vases were replaced with simple pots. During the dark ages, nothing was written down.

If anyone had been watching, they would have noticed that the Greeks had stopped trading. But the ancient Egyptians and Sumerians and other people who lived 2,500 years ago were busy with their own cultures.

The dark age, however, was not wasted time. During this time, a great deal happened.

Language: They developed a common language

Before the Dorians, people in various sections of Greece spoke different languages. By the end of the dark ages, nearly everybody spoke Greek. This was a result of traveling storytellers. The Greeks loved stories, especially those about heroes and mythical beings. To understand the stories, they had to speak the language of the storytellers. For the storytellers to be popular, they had to speak the language of the people. In time, everyone spoke the same language: Greek.

The Greek Alphabet: They developed a common system of writing

By the end of the dark ages, a new system of writing had been invented. The same system of writing was used all over Greece.

The Polis: They developed a new political system, the city-state

Before the dark ages, kings ruled people. The polis or city-state replaced the king-ruled system in many parts of Greece. In the polis, all citizens had rights and duties.

Mythical Beings: They worshiped the same gods

Thanks to storytellers, all of the ancient Greeks knew the many stories of the gods and goddesses. They heard them over and over, until they knew and believed every word.

Heroes: They had a common history

Thanks to the storytellers, the ancient Greeks also knew the stories of the many heroes in their past, such as Odysseus and Achilles. These heroes gave them great pride and a common history.

The End of the Dark Age:

About 700 BCE, the Greeks emerged from the dark age, and began to grow into a network of powerful city-states.

Questions:

Thanks to the storytellers, the ancient Greek people developed three important things.What were they?

1.

2.

3.

Section Five:

Greek Language and Alphabet

Time frame: 1 class period (55 minutes)
Content: To Be Greek
Gifts from the Greeks

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:
  Gifts from the Greeks—English Language
  Gifts from the Greeks—Greek Alphabet

Daily Question: What is a dark age?

Open Class: **Say:** "The storytelling that occurred in the dark ages of ancient Greece had a wonderful effect, entertaining and informing people. They had another interesting result. In order to understand the stories, people had to speak the language. In no time, everyone in ancient Greece started to speak the same language: Greek."

Activity: The Greek Language

Say: "The Greek language has had a vigorous impact on the languages we speak today. In fact, it is almost impossible to talk about government without using Greek words. For example,

- Democracy: The word 'democracy' comes from the Greek word 'demos' meaning the people, and 'curacy' meaning government—in other words, a government of the people. Have you heard that phrase before? 'A government by the people, of the people, and for the people?' Where would we find that phrase today? (Gettysburg Address.)

- Theocracy: Let's look at a couple of others. How about 'theocracy,' which comes from 'theo,' meaning god. That gives us a government by divine guidance.

- Monarchy: How about 'monarchy'? 'Mono' means one, so what would 'monarchy' mean? Government by one, such as, a king or emperor.

"Where else is Greek used in everyday life? How about the word 'mono' itself? Has anyone ever ridden a monorail? Since we know 'mono' means one, what would monorail mean?"

Handout: *Gifts from the Greeks—English Language*

Say: "There are hundreds of words we use every day that came from the Greeks. Here are just a few of them!"

Activity: The Greek Alphabet

Say: "The ancient Greeks developed their own system of writing. While they borrowed this system from an earlier people, the Phoenicians, the Greeks made it their own. They created separate symbols for vowel sounds and consonant sounds. So, if they wanted to write the word 'be,' they would use two letters, one for the 'b' sound and one for the 'e' sound. That sounds pretty obvious to us, as that is how we write today. But we write that way thanks to the Greeks.

"As far as we know, the Greeks were the first people to do this. This is very important. Since they used letters—one letter for each of the simple sounds in their language—they came up with an alphabet that had 24 symbols or letters. Any word in Greek could now be spelled using only these 24 symbols. Imagine, instead of learning 10,000 symbols to write in Chinese, or several hundred symbols to write in hieroglyphics or cuneiform, you only had to learn 24 letters."

Ask: "How do you think that changed the world?"

Handouts: *Gifts from the Greeks* and *Greek Alphabet*

Review the letters.

Ask if any of the students have seen any of these letters before.

Have your students write their name in Greek.

Activity: Have your students write a secret message in Greek. Direct them to exchange papers using an announced system (with the person behind them, for example.) See if you can decipher the message.

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
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Gifts from the Greeks—English Language

Here are a few examples:

alphabet	amphitheatre	apology	archeology
architecture	arithmetic	athlete	autobiography
bacteria	captain	ceramic	character
choir	climate	comedy	cymbal
democracy	dictatorship	diplomat	discus
drama	echo	electric	encyclopedia
epic	Europe	fable	fantasy
general	geography	gigantic	government
grammar	graph	gymnasium	harmony
helicopter	hero	history	horizon
idea	idol	kaleidoscope	labyrinth
logic	lyric	marathon	mathematics
mechanic	music	mystery	myth
mythology	nautical	ocean	ode
odyssey	octopus	oligarchy	olympic
orchestra	panic	parallel	pharmacy
planet	politician	problem	rhyme
romantic	school	star	symbol
sympathy	system	talent	technical
theater	throne	tragedy	trophy
tyranny	vandalism	zone	zoology

This does not mean that we speak Greek. We speak English. But many of our words for things began in ancient Greece.

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Alphabet

Α	A	alpha	Ι	I	iota	Ρ	R	rho
Β	B	beta	Κ	K	kappa	Σ	S	sigma
Γ	G	gamma	Λ	L	lambda	Τ	T	tau
Δ	D	delta	Μ	M	mu	Υ	U	upsilon
Ε	E	epsilon	Ν	N	nu	Φ	PH	phi
Ζ	Z	zeta	Ξ	X	xi	Χ	KH	chi
Η	E	eta	Ο	O	omicron	Ψ	PS	psi
Θ	TH	theta	Π	P	pi	Ω	O	omega

Write your name using the letters in the Greek alphabet above.

Section Six:

Greek Art

Time frame: 1 class period (55 minutes)
Content: To Be Greek: Greek paintings, statues, sculptures, and murals
Gifts from the Greeks

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Copy of "Ode on a Grecian Urn," by John Keats
- Reproducibles: none for this lesson.

Daily Question: Gifts from the Greeks: English Language. What is a word we use frequently today that has its root in ancient Greece? (Example: Democracy)

Open Class: **Say:** "We received a great many gifts from the Greeks. One, certainly, is our language. Another gift we have received is the art the Greeks left behind, which tells us a great deal about their daily life."

Activity: Making imagery come alive
Have a student look up or write on the overhead a definition of "urn" and "motif."

Once students have a good idea what these definitions are, **say:** "Today we are going to look at some of the arts as practiced by the Greeks." Place on the overhead projector, hand out copies, or otherwise show students pictures of Greek painting, statues, sculpture, murals or any other example of Greek art that you have. Discuss with students the various motifs that you see. For example: perfect people in sculpture, geometric designs in art, hunting scenes, battle scenes, and scenes of daily life.

Hand out copies of "Ode on a Grecian Urn" by John Keats.

Say: "Now let us see if we can use the imagery provided by this poem to see what John Keats saw. Read along with me as I read the poem aloud."

Say: "On your paper, draw an urn (or hand out copies of a pre-drawn blank urn.) Then, draw, as you think the Greeks might have drawn, the scenes Keats is describing. Use both sides of your paper since Keats is describing more than one scene."

Allow students time to create their urn drawings. Ask for volunteers to share their drawing and explain what they drew and why. Post all drawings on the wall under a banner that reads: ODE ON A GRECIAN URN. Allow students to pick the side of their urn they prefers face outward (is seen).

Transition: **Say:** "And of course, another wonderful gift from the Greeks is their legacy of great myths, legends, and fables.

Close Class by reading aloud one of Aesop's fables to your students.

Section Seven:

Greek Gods

Time frame: 4–5 class periods (55 minutes each)
Contents: Myths

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Recording device
- Overhead: *Map of the Ancient Greek World* (labeled) from Lesson One
- Make copies and cut *Job Openings* into strips, along the dotted lines, one strip per opening
- Reproducibles:
  The Olympians
  Zeus and Hera
  Hermes
  Apollo and Cassandra
  Persephone and Demeter (Creation Story: Seasons)
  Pandora
  Hades and the River
  Styx List of Greek Gods
  Broadcast Schedule

Daily Questions:

- Day One: What is a legend?
- Day Two: What is a myth?
- Day Three: What is the difference between a legend, a fable, and a myth?
- Day Four: Who are the Olympians?
- Day Five: Who are Zeus and Hera?

Open Class: What is a myth?

Ask: "What is a myth?" (Get some answers.)

Say: "A myth is a story that tries to explain natural phenomena, like, "Where did we come from? Why do we have seasons? Why is the sky filled with thunder and lightning?" To explain these mystifying things, ancient people often attributed these happenings to the supernatural powers of ancient gods and goddesses."

Activity: Meet the Gods

Handout: *The Olympians*. Read handout together. Focus on pronunciation.

Activity: The Zeus Family Tree

As you read the myths included with this unit, stop between each one and create a piece of the Zeus family tree.

After the first or second story, stop and **ask:** "Where is Mount Olympus? Is it a real place?" (Yes. Find Mount Olympus on a map.) "Are the gods in these stories real? Did these things really happen?" (No.)

Say: "These are myths. They are stories. They're great stories, but they're just myths." In turn, read and answer the questions for each of these stories:

- *Zeus and Hera*
- *Hermes*
- *Apollo and Cassandra*
- *Pandora*
- *Hades and the River Styx*

Creation Story: When you hand out *Persephone and Demeter (Creation Story: Seasons),* **say:** "The ancient Greeks used stories about their gods to explain natural phenomena, for example, the seasons. What makes winter go away and spring arrive each year? The Greeks had an answer for that question."

Group Activity: Finish the tree by assigning other gods and goddesses for research. Have each group create a short report on their assigned deity or deities and add those to the family tree.

Construction of the Family Tree: You may wish to create a genealogy chart. Or, you may prefer to keep it simple by using a tree trunk with leafy branches, with gods and goddesses positioned on the tree in place of fruit. Keeping it simple removes the need to discuss the many affairs conducted by the gods, which resulted in children. If you chose this option, we suggest you select a tree native to Greece such as an olive tree. (You can then discuss why an olive branch is the symbol for peace or truth.)

Activity: Job Openings

Say: "We have met a great many gods and goddesses. Have we met them all? How many do you think are left? (Wait for answers.) The ancient Greeks worshiped thousands of deities. I wish we had time to meet them all, but we don't. We do have time to meet a few more." Create or have your students create a list of openings. Jobs will be a mix of permanent, temporary, part time and full time positions. For example:

- **New Opening:** God or Goddess, to be in charge of flying objects (planes, helicopters, rockets, flying toys.)
  Applicant: None yet

- **Looking to move up?** We need a part time Deity in Training, Snow and Snowfalls Division.
  Applicant: None yet

- **Temporary Position: God of War**
  Ares is on vacation for the summer. He will return to reclaim his job in the fall.
  Applicant: Eros
  Eros might be armed with a bow and arrow, but is that enough to overcome Eros's current image and allow Eros to successfully work as a summer replacement for the god of war, Ares?

Working in groups, direct students to research their applicant and position. Have them write a persuasive letter in the first person to the Personnel Office of the Gods requesting job consideration for their character. Have them include their character's background, reasons for applying, and reasons why their character should be hired.

A great example of a persuasive letter can be found online here:
http://web.archive.org/web/20030318203808/http://www.educate.org.uk/teacher_zone/classroom/history/downloads/his_greek_let_hero.pdf

If this link does not work, use www.google.com to search the phrase "Dear Theseus."

Read this letter aloud in class as an example of a persuasive letter. Put a copy on the overhead while you read. That way, you can credit the author and site to show your students how to credit material from the web. (Site name, author if known, date you accessed the site, web address URL)

Activity: Radio Broadcast, Live from Olympus

Say: "Ever wonder how the gods and goddesses stayed tuned to happenings in their world? Radio, of course! Welcome to WZUS-FM (or KZUS-FM) on your deity dial."

Direct students to move into their groups. Assign one to two categories per group at random, structuring the activity with top of the hour world and local news team, bottom of the hour news updates, traffic, sports, promotions (contest, DJ appearance, seventh caller prize) and a commercial or two. (Example: Breaking news story: *Three-headed dog saves hero!)*

- First, have each group create a radio broadcast announcement for each assigned category.
- Then, present the radio program, with each group presenting their section of the
- broadcast in order.
- Use the handout *Broadcast Schedule* for broadcast order.

A recording device like a tape recorder or computer to record the show. Save the recording and play it at the end of the year, during the final review unit. (Remember When? Name that Show, Name that Tune.)

Activity: Convert Your Radio Broadcast into a Newspaper

If time permits, take your radio broadcast and turn it into a newspaper. What sections are missing? (Make sure you mention pictures. Photojournalism is not important to radio broadcasts, but it is very important to the print medium.) What do you need to change to make your broadcast material work for print? Compare the two formats.

Close Class by reading aloud one of Aesop's fables to your students. **Say:** "As you know, the Greeks created many wonderful stories, myths, legends, and fables. Put away your work. It's time for one of Aesop's fables. Today's fable is called…"

Name:
Date:
Class:
Period:

Apollo and Cassandra

The ancient Greeks believed that it was not wise to anger the gods. They built temples all over ancient Greece, each honoring one of the major gods. Apollo, who had many temples built to honor him, was the god of music. Apollo had another power: the gift of prophecy, or the ability to see the future.

Apollo's temple at Delphi was a very popular place. People traveled to the temple at Delphi to ask the Oracle, the temple priestess, what the future would hold for them. The gods, if they chose, could talk to people and answer their questions, speaking through the mouths of special priests and priestesses called Oracles.

The temple at Delphi was not the only one built for Apollo. There was also a temple in Troy, built when Troy and Greece were at peace. The temple at Delphi, however, was the most famous.

Still, one should not ignore temples built in one's honor, or so Apollo believed. One day, Apollo visited the temple that had been built for him in Troy. A beautiful young woman named Cassandra worked in the temple. The minute Apollo saw Cassandra, he fell in love. It was love at first sight. (Love at first sight ran in the family. After all, Apollo was Zeus's son.)

Apollo made Cassandra a deal. He would give her the gift of prophecy if she would give him a kiss.

Cassandra agreed. With a laugh, Apollo gave her his gift. Instantly, Cassandra could see the future. She saw Apollo, in the future, helping the Greeks destroy Troy. When Apollo bent his head to gently kiss her, she angrily spit in his face.

Apollo was furious. He could not take away his gift, but he could alter it. He decided that no one would believe Cassandra's predictions. Thus, when Cassandra begged her people in Troy to watch out for the Trojan horse, not one person believed her.

And the rest, as they say, is history.

Name:
Date:
Class:
Period:

Broadcast Schedule

WZUS or KZUS

Bottom of the Hour

- Traffic report
- Hour local and national breaking news reports
- Quick weather conditions report
- Time and station identification
- Back to the music—song title and composer

Commercial break (15 minutes before the hour and 15 minutes after the hour)

- 60 second commercials (2–3 announcements)
- 30 second promotional announcement:
  (Example: Can you name this tune? Apollo wrote this little lyric for his baby brother, Hermes, a long time ago. It starts: "You ain't nothing but a …) seventh caller will win one free ferry ride on the lovely River Styx.
  Caller 7—That's right! You ain't nothing but a cattle rustler! You win a free ferry ride! Stay online and the lovely Athena will fill you in.
  Station ID—back to the music

Top of the Hour

- Traffic
- Local and national breaking news headlines
- Commercial break
- Top of the hour news
- Sports, weather, time, time and station ID
- Back to the music

Name:
Date:
Class:
Period:

Hades and the River Styx

The ancient Greeks believed that people had a soul. Like the ancient Egyptians, they believed in life after death, but they did not spend a great deal of time planning for their life after death. Here's why:

The Greeks held elaborate funerals to help the soul of the departed find his or her way to the afterworld. They believed that the god Hermes, the messenger, acted rather like a host. Hermes led the soul to the shores of the mythical River Styx. The River Styx supposedly separated the world of the living from the world of the dead. The deal was that one had to cross the River Styx to reach life after death. The Greeks, true to form, wrote many a story of the perils of crossing the River Styx. (The Greeks did so love a good story!)

The ancient Greeks did not expect souls to swim across. Instead, they believed, if you were good, a ferryman named Charon waited to take souls across the river on his boat to the underworld. The underworld was sometimes called Hades in honor of the god of the underworld—Hades.

The ferry ride to Hades cost one Greek coin. The dead person's family usually placed a coin on the corpse so that he or she would be able to pay for the trip.

Once souls arrived on the other side of the River Styx, they joined other souls, who were waiting around until they were reborn into a new body. While waiting for their turn to be reborn, souls depended on their living families to take care of them by offering food and wine at special times of the year. Families were glad to do this. They wanted to make sure the deceased was comfortable during the wait to be reborn, just as they counted on their family someday to do the same for them.

Question:

Who ate the food and wine offered to the departed soul? The answer is not in this story. You will need to look it up.

Name:
Date:
Class:
Period:

Hermes

From the day he was born, Hermes was fast and clever. He was only a few days old when he climbed out of his crib and went running off by himself. No one saw him leave. Even if anyone had, he or she would never have been able to catch him because of his speed.

When he was a baby, Hermes spotted Apollo's cows. He came up with a clever plan to steal them. First, he padded the cattle's feet to muffle the sound. Then, he made all fifty of them walk backwards to confuse the trail.

All that work made Hermes very hungry. He invented fire and cooked a cow. He took the cowhide home, along with his brother Apollo's cattle, assuming Apollo wouldn't mind.

Along the way, he spotted a tortoise shell. He carried that home, too.

On his way home, Hermes heard the cows' musical mooing, which gave him an idea. When he returned home, he cut some strips from the cowhide and tied them to the tortoise shell, creating a wonderful sound. Hermes did not know this, but he had just created the first lyre.

When Apollo found Hermes, he was furious about the stolen cattle. No one knows what might have happened if their father had not stepped in.

"Boys!" thundered Zeus.

To make amends, Hermes gave Apollo the tortoise shell lyre—the one he still carries, even to this day.

Zeus realized he had a problem. He was proud of his son, Hermes, but he knew that if he was going to keep his clever, cattle-rustling young son out of trouble, he had to keep him busy.

Zeus put his son to work as the god of trade and commerce. Zeus gave him power over birds of omen, dogs, boars, flocks of sheep, and lions. He gave him golden sandals to lend flight to his feet and made him god of travel. To make sure he had enough to do, he also made him messenger to the underworld. That way, his uncle Hades could keep an eye on him, too.

Hermes grew into a clever young man, able to zoom up to the sky, speed across the earth, dive into the underworld, and be back again in a breeze. He was the fastest god in the universe!

One day, he rose all the way to the top. When he was still a young boy, Zeus made him the official messenger of gods, the most powerful job in the universe—save one!

Name:
Date:
Class:
Period:

List of Greek Gods and Goddesses

The world began with…

- Terra—Mother Earth (retired)
- Uranus—Father Sky (retired)
- Cronus (Kronos)—their son (retired)
- Rhea—wife to Cronus (retired)

Cronus's kids (three sons, three daughters)

- **Sons:**
  - Zeus—god of the sky, and ruler of the gods (elected position) Sign: the eagle
  - Poseidon—god of the sea
  - Hades—god of the underworld, home of the dead
- **Daughters:**
  - Demeter—goddess of agriculture, goddess of the harvest
  - Hestia—goddess of home and hearth (fire)
  - Hera—goddess of women, and queen of the gods (position gained by marriage.
  - She married her brother, Zeus.)

Zeus's kids (by a variety of methods)

- Hermes—god of speedy travel, god of omens, and messenger of the gods (assigned position)
- Ares—god of war (Zeus and Hera's son)
- Hephaestus—god of the forge and strong weapons (Zeus and Hera's son)
- Hercules—known for his incredible strength
- Apollo and Artemis (twins)
  - Apollo—god of light and music, in charge of bringing out the sun
  - Artemis—goddess of the hunt, in charge of bringing out the moon
- Aphrodite—goddess of love
- Athena—goddess of wisdom (no mother, born directly from Zeus's brain)
- Muses—the daughters whose singing filled everyone who heard them with joy

Other Gods, Goddesses, Mythical Beings

- Pan—half man, half goat, and god of all nature
- Centaur—half-man, half-horse
- Pegasus—winged horse
- Cerberus—three-headed dog that guards the doorway to the underworld

Name:
Date:
Class:
Period:

Pandora

Zeus made a beautiful woman and named her Pandora. He sent Pandora down to Earth so that she could marry Epimetheus, who was a gentle but lonely man. Zeus, however, was not being nice. Instead, he was getting even. Epimetheus and Prometheus were brothers. Zeus was mad at Prometheus for giving people fire without asking him first. Zeus decided to retaliate by tricking Epimetheus into giving people something else they might or might not want.

Zeus gave Pandora a small box with a heavy lock on it. He made her promise never to open the box. He gave the key to Epimetheus and told him to help uphold her promise.

Pandora was very curious. She wanted to see what was inside, but Epimetheus objected. One day, Epimetheus fell asleep. Pandora stole the key and opened the box.

Once the box was opened, every kind of disease and sickness, hate and envy, and all the bad things that people had never experienced were released. Pandora slammed the lid closed, but it was too late. All the evils had flown away, out into the world.

Pandora cried and cried. Epimetheus woke up at the sound of her sobbing. "I opened the box and all these ugly things flew out," she cried. "I tried to catch them, but they all got out." Pandora opened the box to show him how empty it was. But, before Pandora could slam the lid shut again, a small bug quickly flew out.

"Hello, Pandora," said the bug, hovering just out of reach. "My name is Hope." With a nod of thanks for being set free, the bug flew out into the world, a world that now held Envy, Crime, Hate, and Disease—and also Hope.

Your job:

1. Draw your own Pandora's box.

2. What ten items would you put in it?

3. Decorate your box.

Name:
Date:
Class:
Period:

Persephone and Demeter
(Creation Story: Seasons)

Zeus's sister, Demeter, was in charge of the harvest. Her job was very important. If she was upset, the crops could die. So everyone, both gods and mortals, was devoted to keeping her happy. What gave her the most happiness, though, was the company of her daughter, Persephone.

Persephone was a beautiful young woman, with a smile for everyone. One day, while picking flowers in the fields, her uncle, Hades, the god of the underworld, noticed her. He fell in love instantly. Hades was normally a gloomy fellow, but Persephone's beauty had dazzled him. He kidnapped Persephone, taking her down into the darkest depths of the underworld.

Locked in a room in the Hall of Hades, Persephone cried and cried. She refused to speak to Hades. She refused to eat, as legend said if you ate anything in Hades, you could never leave. Nearly a week of starvation went by. Finally, unable to bear her hunger, Persephone ate six pomegranate seeds.

Meanwhile, back on Earth, Zeus was worried about the crops. The people would die if the crops failed. Then who would worship him? He had to intervene. He sent Hermes, the messenger, to crack a deal with Hades. When Hermes heard that Persephone had eaten six pomegranate seeds, he had to think quickly. He, Hades, and Persephone agreed that Persephone would marry Hades, and live as queen of the underworld six months out of each year. However, in the spring, Persephone would return and live on earth for six months of the year.

Each spring, Demeter makes sure all the flowers bloom in welcome when her daughter returns to her. Each fall, when Persephone returns to Hades, Demeter cries and all the crops die, until spring, when the cycle starts again.

Questions:

1. Demeter is the goddess of what?

2. Hades is the brother of Zeus and Demeter, but he does not live on Mount Olympus. What is his home called and where is it located?

3. Why do you think the author of this myth had Persephone eat six pomegranate seeds instead of six olives or a nibble of fish?

4. According to this story, what happens each spring?

Name:
Date:
Class:
Period:

The Olympians

The 12 gods and goddesses who made their home on Mount Olympus

The ancient Greeks explained the wonders around them and the happenings in their lives as being the work of the gods. While they were more clever and powerful than humans, they still looked and acted like them. They had quarrels, played tricks, and were often jealous. Their homes were not the heavens but the top of mountain in northern Greece—Mount Olympus. All gods had magical powers, but they did not all have the same powers.

The most powerful Greek gods, with two exceptions, lived at the very top of Mount Olympus. These 12 gods and goddesses were known as the Olympians. They demanded worship from all believers. Each god and goddess had his or her own temple, or, in most cases, temples. These powerful gods included:

1. Zeus
    - the king, sky god and father of all gods
    - signs: lightning bolt, eagle

2. Hera
    - his sister wife, the queen, and goddess of women and marriage
    - signs: crown, lion

3. Demeter
    - goddess of agriculture
    - sign: torch

4. Athena
    - goddess of arts and wisdom
    - signs: helmet, spear

5. Hermes
    - messenger and protector of travelers
    - sign: winged boots

6. Apollo
    - god of civilization, music and prophecy
    - signs: lyre, laurel wreath

7. Artemis
    - Apollo's twin sister, goddess of the wild, the huntress
    - signs: hunting spear, bow and arrows 60

8. Ares
    - god of war

9. Aphrodite
    - goddess of love

10. Eros
    - god of love
    - signs: bow and arrow, love

11. Hephaestus
    - smith to the gods, god of metalwork and fire
    - sign: hammer

12. Dionysus
    - god of wine and drama
    - signs: vines, panther

Zeus's two brothers, Hades and Poseidon, were the two exceptions. They were also very powerful gods, but they lived in their own kingdoms. Hades, god of the underworld, lived underground, in the land of the dead. Poseidon, god of the ocean and of earthquakes, lived underwater.

Name:
Date:
Class:
Period:

Zeus and Hera

King and Queen of the Gods

Zeus, Poseidon and Hades were the three sons of Cronus. When Cronus retired, the boys divided the world up between them. Zeus took the sky, Poseidon took the sea, and Hades ruled under the earth, the home of the dead. At first, it was great fun. But things had been just a bit slow lately.

Zeus thought about what he could do.

He could turn himself into an octopus and visit his brother Poseidon under the sea, but he didn't feel much like a swim.

He could visit Hades under the earth, but Hades was such a gloomy fellow.

He could hurl thunderbolts, but it wasn't much fun without a target.

He could hunt up one of the other gods. But the truth was, all the other gods were terrified of Zeus. When someone lied to him, he had a terrible temper. Since the gods often lied, they mostly avoided Zeus.

He could call for his wife, Hera. But the truth was that he was a little frightened of her.

He could find a beautiful woman. But he couldn't let Hera catch him. She was very jealous.

Zeus flew down to earth and looked around for something to do. He spotted two men working in a field. He cast his voice to make it sound like somebody else was speaking.

"Hey stupid," Zeus said loudly, hoping to start a fight.

One man turned to the other angrily. "What did you say?" Immediately, the two men began fighting, which Zeus found amusing.

He later spotted a young woman walking along a lane. Her name was Callisto.

"What a lovely young woman," Zeus said. He promptly fell in love. Zeus changed himself into Artemis, the young goddess who loved Callisto.

Hoping to hide himself from the eagle eye of his jealous wife, who could see though his disguises, Zeus covered the world with thick clouds. But Hera was not stupid. The thick clouds made her suspicious immediately.

Zeus looked up. “It’s Hera!” he gulped.

In a blink, Zeus changed Callisto into a large bear. When Hera landed, all she found was an innocent looking Zeus watching a rather large bear scramble frantically away into the woods.

“That bear just appeared out of nowhere!” Zeus said, sounding surprised.

Hera wasn’t fooled. “I’ll get Artemis,” she stated. “Artemis will shoot the bear down with an arrow!”

Zeus had to agree. Hera flew off, seeking Artemis. While she was gone, Zeus rushed to the rescue. He found Callisto and turned her into a star constellation—the Great Bear, also known as Ursa Major.

Callisto had always wished to live in the heavens, but she missed her son. To make her happy, Zeus turned her son into a constellation, too, and placed him next to his mother in the sky as the Little Bear, Ursa Minor. In later years, when he thought about it, which was not very often, Zeus noticed the Great Bear and the Little Bear twinkling brightly in the sky, and thought how well he had solved that problem.

When Hera heard what Zeus had done, she was furious. If Callisto wished to live in the heavens, certainly Hera would not get in her way. In fact, she would help. Other constellations fell into the ocean each morning, to rest, before they rose again in the evening to light up the night sky. Thanks to Hera’s help, the Great Bear never falls into the ocean. The Great Bear circles the Northern Star endlessly—along with her son, the Little Bear. “There,” Hera snapped. “Your wish is granted.”

Section Eight:

Rise of Athens

Time frame: 1 class period (55 minutes)
Content: City-State of Athens

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Pictures of the Parthenon
- Examples of optical illusions mounted on poster board
- Reproducibles:
  Daily Life in Ancient Athens
  Athenian Democracy

Daily Question: What is a city-state?

Open Class: It's 700 BCE. Over 2,500 years ago…

Say: "First, let's review what a city-state is. Think back to Mesopotamia. A city-state is a large city that has combined with the villages, towns, and other smaller cities in the surrounding countryside to form a small country. A city-state is a small country. There are still a couple of city-states that exist today. Monaco and the Vatican are two good examples.

"The Greek city-states can be compared to a family. Like all families, they had a lot in common. The Greek city-states spoke the same language (Greek.) They worshipped the same gods. Each city-state had a patron god and/or goddess who watched over them.

"Each city-state was unique. Some were farming communities; some were fishing and trading communities. They had all kinds of governments ranging from democracy to monarchy and everything in between. They had their disagreements, but they always remembered that they were Greek.

"Every *polis,* or city-state, fed and protected their own people. As towns grew too big to feed everybody easily, some of the people sailed off and started a new *polis*. They did not have to travel very far. In the early days of ancient Greece, there were not that many people, but there was a huge coastline. Hundreds of city-states were formed, each an independent country.

"The Greeks got together at religious festivals hosted by different city-states throughout the year. Contests of skill were held at these festivals. The Greeks were very competitive. Winning for his or her city-state brought an athlete great prestige and fame. The prize was not money. The prize was fame. People poured in to watch the games. By 776 BCE, the date of the first Olympics, if asked, an ancient Greek might have answered, 'I am a man of Argos,' or 'I am a man of Corinth.' That they were Greek was obvious."

Activity: Athenian Democracy

Say: "Although they were all Greek city-states, they were also all individual political units."

Handout: *Athenian Democracy*

Read as a class. Answer the questions.

Activity: Daily Life in Ancient Athens

Say: "Each city-state had its own personality. Daily life was somewhat different in the Greek city-state of Athens, for example, than it was in the city-state of Sparta."

Handout: *Daily Life in Ancient Athens*

Read and answer the questions.

Activity: The Parthenon, an Optical Illusion

Say: "Each city-state selected a god or a goddess to watch over it. Athens was named after the goddess of wisdom, Athena. The Acropolis was a rocky hill overlooking the city of Athens. It was chosen as the site for many temples, statues, and buildings, all of which were beautifully constructed.

"The largest building was the Parthenon, a magnificent, white marble temple built around 440 BCE in honor of Athena, the goddess of Athens."

Show your class pictures of the Parthenon

Say: "The Athenians wanted the Parthenon to look perfect. To do this, they built the columns that supported it in an odd way. Although the columns look straight, they are not. The ancient Athenians tilted them, so that from a distance, they appeared to be perfectly straight. Thus, nearly 2,500 years ago, the ancient Athenians mastered the use of an optical illusion."

Ask: "What is an optical illusion?"

Get some answers. As you are getting answers, prop the examples you have mounted on poster board in various parts of the room. Direct students to get up and explore the illusions. Give them some time to do this. Then direct them to return to their seats. Discuss the illusions and how they work.

Activity: Greek Columns

Note to teachers: Later in this unit, students will present the three most popular types of Greek columns. This exercise is designed to show the students that the Greeks had a working understanding of engineering.

Say: "The Greeks used columns to make their buildings strong. Will a single sheet of paper support a book? For an amazing answer, try this! Take an 8½" x 11" piece of paper. Roll it into a cylinder to represent a column. Secure it with tape. The more tightly you roll it, the more books it will hold. Set your column on the floor. Balance a book on the top of the column. Add another! Will it hold three books? How many will it hold?"

When your column collapses, check your column. Did it bend? Where did it bend? That's where it was weak. If time permits, allow your students to try this. Have several rolls of tape handy.

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Athenian Democracy

Athens became a democracy after the Persian War. In a democracy, all citizens can take part in running the government, all citizens can vote on laws, and all citizens can serve (at various times) in the government. In a democracy, the citizens are the government—all the people, by the people, for the people. This sounds like a pretty good system, doesn't it? Let's take a closer look.

During the time of its democracy, Athens had a city population of about 300,000 people. About 35,000 people were called metics. Metics were people from other places, and could not be citizens. Children under the age of 18 could not vote, hold office, or take any other part in the government. There were about 95,000 children living in Athens. Slaves, who numbered about 75,000, were not citizens. They had no rights.

We started with 300,000 people. After removing metics, children, and slaves, we're down to about 95,000 people. But we are not done yet. Women also could not be citizens and had no rights either. There were about 50,000 women living in Athens.

The only people who could be citizens were men over the age of 18, and—there was one more restriction—your father had to be a citizen for you to be a citizen. So, only about 45,000 men (15% of the population) actually comprised the Athenian democracy.

Not everyone was treated equally in Athens. There were four major groups:

- Citizens (only men)
- Families of citizens (wives and children)
- Metics: These were foreigners living in Athens—usually traders or craftsmen.
- Slaves: People captured in war or purchased in slave markets. Slaves could be freed by their owners or purchase their own freedom.

A written law code was created around 600 BCE. This code was revised several times. The law was the same for all citizens. By 400 BCE, people who were citizens, both rich and poor, could serve in government in various ways. They could be part of the Assembly, who created laws, the Council, who advised, and/or the Courts, who judged.

Democracy in Athens was not the same as democracy practiced in the United States. But it was the beginning of democracy, and a most important gift from the ancient Greeks.

Questions:

1. Who were metics?
2. Who were citizens?
3. Could women vote in ancient Athens? Why or why not?
4. Could slaves vote?
5. What was the minimum voting age?

Name:
Date:
Class:
Period:

Daily Life in Ancient Athens

Greek Men: Men ran the government and spent a great deal of their time away from home. When not involved in politics, men spent time in the fields overseeing or working the crops, in manufacturing, or in trade. Men enjoyed hunting, sailing, drinking, wrestling, horseback riding, and the famous Olympic games.

Greek Women: With the exception of ancient Sparta, Greek women had very limited freedom outside the home. They could attend weddings, funerals, and some religious festivals and visit female neighbors. Greek women's duties were confined to the home. Their job was to run the house and to bear children. However, most Greek women did not do housework themselves. Female slaves cooked, cleaned, and worked in the fields. Male slaves watched the door to make sure no one came in when the man of the house was away, except for female neighbors, and acted as tutors to the young male children.

Greek Babies: The ancient Greeks considered their children to be "youths" until they reached the age of 30! When a child was born, a naked father carried his child, in a ritual dance, around the household. Friends and relatives sent gifts. The members of the family decorated the doorway of their home with a wreath of olives (for a boy) or a wreath of wool (for a girl).

Greek Girls: In Athens, as in most Greek city-states, with the exception of Sparta, girls stayed at home until they were married. Like their mother, they could attend certain festivals and funerals and visit neighbors for brief periods of time. Their job was to help their mother, and to help in the fields or in the family business, if necessary.

Greek Boys: In most Greek city-states, when young, boys stayed at home, helping in the fields, sailing, and fishing. At age six or seven, they began attending school.

Slaves: Slaves were very important to ancient Greek daily life. They cleaned, cooked, and worked in the fields, factories, shops, in the mines, and on ships. Even the police force in ancient Athens was made up of slaves! Most slaves' lives were not that different from a poor Greek citizen's life, but there were particular things a slave could not do. They could not go to school, or enter politics, or use their own name. The citizen who owned them gave them a name. They were the property of their owner, not citizens of ancient Greece.

People became slaves in many ways. Some people became slaves when captured in battle. Some were the children of slaves. Some were Greek infants, abandoned on a hill or at the gates of a town, left to die, or to be rescued by someone passing by. Poor families sold some children into slavery, and some children were kidnapped.

Toys: Ancient Greek children played with many toys, including rattles, little clay animals, and horses on four wheels that could be pulled on a string, yo-yos, and terra-cotta dolls.

Pets: Birds, dogs, goats, tortoises, and mice were all popular pets. Cats, however, were not.

Greek Houses: Greek houses, in the 6th and 5th century BCE, were constructed of stone, wood, or clay bricks. They were made up of two or three rooms built around an open air courtyard. Larger homes might also have a kitchen, a room for bathing, a men's dining room, and perhaps a women's sitting area. Although Greek women were allowed to leave their homes for only short periods of time, they could enjoy the open air in the privacy of their courtyard. Much of ancient Greek family life centered on the courtyard.

Food: Along the coastline, the soil was not very fertile, but the ancient Greeks used systems of irrigation and crop rotation to help solve that problem. They grew olives, grapes, and figs. They kept goats for milk and cheese. In the plains, where the soil was richer, they also grew wheat to make bread. Fish, seafood, and homemade wine were very popular food items. In some of the larger Greek city-states, like Athens, meat could be purchased in cook shops. Meat was rarely eaten. Instead, it was mostly used for religious sacrifices.

Clothing: Greek clothing was very simple. Men and women wore linen in the summer and wool in the winter. The ancient Greeks could buy cloth and clothes in the *agora*, or marketplace, but that was expensive. Most families made their own clothes, which were simple tunics and warm cloaks, made of linen or wool, dyed a bright color, or bleached white. Clothing was often decorated to represent the city-state in which people lived. The ancient Greeks were very proud of their home city-state.

Perfume and Jewelry: Now and then, the ancient Greeks might buy hairpins, rings, or earrings from a traveling peddler, but only the rich could afford much jewelry. Both men and women used perfume, made by boiling flowers and herbs.

Hats: The ancient Greeks invented the first real hat, the broad-brimmed petasos. It was worn only for traveling. A chinstrap secured it, so when it was not needed as protection from the weather, it could hang down one's back.

Hair Styles: Both men and women enjoyed using mirrors and hairbrushes. Hair was curled, arranged carefully, and held in place with scented waxes and lotions. Women kept their hair long in braids arranged on top of their head or wore their hair in ponytails. Headbands made of ribbon or metal were very popular. Blond hair was rare. Greeks admired the blonde look, and many tried bleaching their hair. Men cut their hair short and, unless they were soldiers, wore beards.

Barbershops: These first became popular in ancient Greece and were an important part of the social life of many ancient Greek males. In the barbershops, men exchanged political and sports news, philosophy, and gossip.

Dance: Dance was very important to the ancient Greeks. They believed that dance improved physical and emotional health. Rarely did men and women dance together. There were more than 200 ancient Greek dances: comic dances, warlike dances, dances for athletes and for religious worship, as well as dances for weddings, funerals, and celebrations. Dance was accompanied by music played on lyres, flutes, and percussion instruments such as tambourines, cymbals, and castanets.

Stories: The ancient Greeks created many of the stories, myths, and fables that we enjoy today, like "Odysseus and the Terrible Sea" and "Circe," a beautiful but evil enchantress. *Aesop's Fables*, are still read and enjoyed all over the world!

One favorite family activity was to gather in the courtyard to hear these stories which were usually told by the mother or father. In their courtyard, Greek women might relax, chat, and sew. Most meals were enjoyed in the courtyard. Greek cooking equipment was small and light and could easily be set up there. On bright, sunny days, women probably sat under a covered area of their courtyard, as the ancient Greeks believed a pale complexion was a sign of beauty.

Ask An Athenian:

How did Athenians feel about their city-state in comparison to other city-states in ancient Greece? An Athenian citizen might have answered like this:

> "Unlike other city-states, the citizens here in Athens are superbly educated in the arts and the sciences. As children, until age six or seven, we are taught at home by our mother or by a male slave. From age 7–14, we attend a day school where we memorize Homeric poetry and learn to play the lyre. We learn drama, public speaking, reading, writing, arithmetic, and how to play the flute. After that, we attend four more years of higher school. At 18, we attend military school for two additional years. Athenian education is by far the finest in the entire Greek world. We are famous for our literature, poetry, drama, theatre, schools, buildings, government, and our intellectual superiority. As you can see, our *polis* is clearly the shining star of all the Greek city-states."

Questions:

1. Where did the ancient Greeks eat most of their meals?

2. What is one favorite family activity?

3. What is the agora?

4. What were two things Greek women could do outside the home?

Section Nine:

Mock Trial, The Trial of Socrates

Time frame: 3 class periods (55 minutes each)
Mock Trial

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Voting Ballots—cardboard, scissors, pencil (see Creating a Voting Ballot activity below for details)
- Voting Box. A shoebox works well. Any box is fine.
- Video camera if possible for use by the "recorder"
- Reproducibles:
  Background Material for "The Defense of Socrates"
  Juror Questionnaire
  Guidelines for Conducting the Mock Trial
  Gifts from the Greeks—Trial by Jury

Daily Question: What does the phrase "trial by jury" mean to you?

Day One: Preparation

Open Class: "Has anyone ever watched a TV show or a movie that included a scene in a courtroom? What is the job of the judge? What is the job of a defense attorney? A prosecuting attorney? What is the bailiff's job? The court recorder? How about witnesses? Who are they?" Define all roles. Write each "job" on the overhead projector or the board. "What is a capital crime?"

Ask the daily question: What does the phrase "trial by jury" mean to you?

Say: "Does anyone know how many people are on a jury in the United States?"

Activity: Introduce "The Defense of Socrates"

Say: "In Athens, during the democracy, it took hundreds of people to make up a jury. Anywhere from 200 to 1500 people could be part of one jury. This was to ensure that no jury could be bribed. A simple majority ruled guilty or not guilty. We don't have 1500 students in this class, or even 200 students, so we will have to make do with the number we have. You are going to put Socrates on trial. Socrates is one of the great Greek philosophers. Yet, in Athens, he was put on trial for corrupting the youth of Athens and not believing in the gods. He was found guilty and sentenced to death. Socrates went home and drank poison to fulfill the sentence. Today, he might have received a different sentence. We'll find out."

Activity: Select mock trial participants

Roles:

- Judge—The teacher or another staff member should take this job. Socrates
- Defense attorney(s)
- Prosecuting attorney(s)
- Bailiff
- Recorder
- Witnesses:
  Prosecution:
  - Meletus—a poet who Socrates made look foolish in the marketplace
  - Anytus—a politician who believes strongly in the gods and the government of Athens.
  - Lycon—a public speaker and father of one of Socrates' followers

  Defense:
  - Chaerephon's brother Plato —A follower of Socrates
  - Aristophanes—a play writer and friend of Socrates.
- Jury: Everyone else in classroom

Assign or ask for volunteers to play the roles listed above.

Activity: Based on Roles Assigned

Activity: Judge, Socrates, Defense Attorney(s), Prosecuting Attorney(s), Witnesses, and Recorder

1. Hand out *Background Material for "The Defense of Socrates"* to these participants only at this time. Have them read this material in their group (defense, prosecution, witnesses). They are not to share this information with the class.

2. Hand out *Guidelines for Conducting the Mock Trial.* Have them read this material in their group (defense, prosecution, witnesses).

3. Allow 15–20 minutes for the attorneys to question the witnesses prior to the trial, so that the defense and the prosecution can prepare their case.

Activity: Bailiff(s)

1. Bailiff hands out *Jury Questionnaires* to members of the jury only.

2. Bailiff collects completed questionnaires and hands half of them to the defense team and half to the prosecution. Allow each team to review the questionnaires, then switch, so that each side can quickly review all questionnaires.

3. Bailiff collects all questionnaires and gives them to the judge for review.

4. Read *Guidelines for Conducting the Mock Trial*

5. Read *Background Material for "The Defense of Socrates"* if time permits. Do not share this information with the jury.

Activity: Jury

1. Complete *Jury Questionnaires* as quickly as possible. The individual members of the jury are not to share their answers with anyone. Questionnaires are collected by the bailiff.

2. Create a voting ballot (see below).

Activity: Creating a Voting Ballot (members of the jury)

Say: "In Athens, a voting ballot was a disk made out of clay. It had the trial name printed on it. Each juror received two ballots. One ballot had the center punched out (which indicated innocent) and one had the center hub still in the ballot (which indicated guilty). The juror voted by depositing one of the ballots in the ballot box."

Using cardboard stock, have your students cut out two equal-sized circles. Have them punch a pencil-sized hole in the center of one of the circles. Then have your students write "The Trial of Socrates" around the circle of both cutouts. Remind them after the trial that the complete one without a hole in the center means guilty, and the one with a hole punched out means innocent. Think of it like this: There is a hole in the prosecution's case. The defendant is innocent.

Close Class: "Tomorrow, we will put Socrates on trial. I know you will judge wisely based on the information you hear in court. Thank you, citizens of Athens, for your participation as jurors in this most important matter."

Day Two and Three: The Mock Trial

If needed, complete trial on day three prior to voting

Set up and operation of mock trial courtroom:

Arrange your room so that the judge's bench is at one end of the room with the witness chair next to it. The accused (Socrates) sits with his defense lawyer or lawyers facing the judge. The prosecutor or prosecutors should sit separate from the defense also facing the judge. The witnesses should wait outside until called upon. The jury can fill in the rest of the room (off to one side where they can see everything is best). In addition, you may have a bailiff who keeps order, gets the witnesses to swear to tell the truth and escorts in witnesses; and a recorder who keeps track of the trial. We suggest the recorder actually be a student who videorecords the proceedings.

Conduct the Trial: use the *Guidelines for Conducting the Mock Trial* as a guide.

Activity: Jury Votes
Bailiff collects votes in voting box.

Activity: Based on Roles Assigned
While the votes are being counted by the attorneys (prosecution and defense), read *Background Material for "The Defense of Socrates"* to the jury (rest of class).

Ask: "Do you feel all the facts came out at the trial? Would your vote have been different if you had read this before you voted?"

Bailiff reads the decision of the jury
Once the vote is tallied, the attorneys will be directed to write down the decision of the jury and hand it to the bailiff. The bailiff will hand the decision to the judge. The judge will read it, and hand it back to the bailiff to read aloud. The accused and the defense attorneys will stand to hear sentence.

Close the Mock Trial: Thank all participants for their fair and impartial decision.

Activity: All students
Comparison of U.S. Trial, Athenian Trial, Mock Trial

- Read aloud: *Gifts from the Greeks—Trial By Jury*
- Class Discussion: Compare to Mock Trial
- Have all students create and complete a two-column comparison chart entitled Comparison Chart: U.S. and Athenian Trials

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Background Information for "Defense of Socrates"

Socrates has been a teacher for over 50 years. He is over 70 years old. He is quite poor; he has no army or armed guard around him.

The Socratic method of teaching is to ask a question, to listen to the answer, and to ask a further question based upon the answer.

Socrates' method of questioning makes people seem foolish when their answers appear to contradict what they say they believe. Socrates seems to always ask these questions in public places where people can hear the question and the answer. He has made a great many powerful people angry with him.

Socrates is trying to teach his followers to question what they believe. He has attracted a following of young Athenian men who have taken to questioning things like: "Is our government good? Are people good? Do the gods exist or not? If the gods exist, do they live on Mt. Olympus or not? Is the earth solid rock? If it is, then where is the underworld?"

Aristophanes has written a play making fun of Socrates in which Socrates goes around asking stupid questions like "If the moon is made of cheese, are there mice in the heavens?"

Two of Socrates friends, Chaerephon and his brother, went to see the Oracle at Delphi.

His friends asked the Oracle, "Who is the wisest man alive?" The Oracle responded: "Socrates." This made a great many powerful people angry.

It is against the law in Greece to not worship the Gods. It is also against Greek law to turn a man's son against him. These are two of the crimes of which Socrates has been accused.

Name:
Date:
Class:
Period:

Gifts from the Greeks—Trial by Jury

Background Information
Ancient Athens and the U.S.A.

Information on Trial by Jury in ancient Athens

To Bring Charges Against Someone: there was no public prosecutor. Anybody could start a trial. Here's how it worked:

- Tell the person. You had to have witnesses. If you wanted to start a trial, you could go to someone's house, bring along some witnesses, and tell the person involved which charges you were bringing. Then, you had to give them a date and a time to appear in court where they would then have a chance to defend themselves.
- Post a written notice. You had to write down all the information—the person's name, your name, the charges, and the date when and location where you are going to trial—and post it near the courthouse.

First Trip to Court: The judge would ask both sides questions. If the judge felt there was enough evidence to have a trial, a date would be set.

Jury Selection: Juries were paid a small amount. To be on a jury, you had to be a citizen over age 30. Juries were made up of volunteers. Some juries had as many as 500 people on them, to make sure the jury could not be bribed. (Nobody could be sure of buying the silence of so many different people.) Jurors had to swear that they would be fair and would listen to both sides equally. Nobody was guilty until the jury voted him or her guilty.

Court Trial:

- Prosecution: The prosecution presented its side first, including all witnesses. Witnesses were not cross-examined.
- Defense: Once the prosecution had their say, the defense had a chance to have theirs.
- Jurors Voted: Jurors did not discuss the case (deliberate.) They voted. Majority ruled. If less than 100 jurors voted guilty, the prosecutor (the person bringing charges) had to pay all jury fee and court costs.
- Punishment: If a person was found guilty, there was one more step to take. The person and jury could suggest a punishment. Those were the only two punishment choices that jurors could choose. The jury voted on which punishment to accept.

Example: When Socrates was tried, the prosecution's suggested punishment was death. Socrates's suggested punishment was free meals for life. The court gave him another chance to choose a punishment. Socrates suggested his punishment be a cash fine of one piece of silver. Socrates did not leave the jury a lot of choice. Out of the two choices facing the jury—punishment by death or punishment by payment of one piece of silver, the jury voted overwhelmingly for death. If Socrates had suggested something more severe, the jury probably would have voted for it.

Additional Information: Juries in Athens started during 500 BCE.

For Comparison Purposes:

Here is a quick look at the trial by jury system used in the U.S.A. today.

- Step 1: Jury Selection (voir dire), which means to speak the truth. Six or 12 jurors selected. Jurors must be:
  - Citizens of the U.S.
  - 18 years of age or older
  - Not be a convicted felon

  Jurors are paid (around $10 per day plus mileage)
- Step 2: Opening statements
- Step 3: Presentation of evidence (testimony)
- Step 4: Jury Instructions
- Step 5: Closing arguments
- Step 6: Jury deliberations
- Step 7: Verdict of the jury

Example: During the Unabomber trial, 600 people were called to possibly be on the jury. 70 made it through the grilling. From those remaining, 12 jurors were picked with six alternates in case someone got sick.

Additional Information: Is the right to trial by jury a political issue? No, it's a question of fundamental rights under both the U.S. Constitution and individual state constitutions. Both state that trial by jury shall be available in all civil trials. In colonial days, people were worried about judges being appointed by the British. They were also worried about judges being appointed by the rich. The right to jury trial was included in the Bill of Rights to put these worries to rest.

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Guidelines for Conducting the Mock Trial

1. Opening statements (3 minutes each)
   Prosecution opens with their statement.
   Defense opens with their statement.

2. Prosecution calls their first witness (allow a maximum of 10 minutes per witness). Keep the questions on track and pertinent. The judge may cut off a line of questioning or rule on pertinence of the line of questioning.

3. Defense cross-examines the first witness.

4. Repeat this procedure for the second and third prosecution witnesses.

5. Defense calls its first witness.

6. Prosecution cross-examines the witness.

7. Repeat for the second and third defense witnesses.

8. Either side may forgo cross-examination if they have no questions for the witness.

9. Prosecution gives its closing statement summing up the case.

10. Defense gives its closing statement summing up its case.

11. Defendant (Socrates) speaks on his own behalf.

12. Jury deliberates (discusses the case).

13. Jury votes in secret and the votes are counted.

Name:
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Juror Questionnaire

1. Name: _____
2. Date of Birth: _____
3. Are you a citizen of Athens? _____
4. Circle One: Male Female
5. Do you know who Socrates is? _____
6. Do you believe people should be punished for breaking the law? _____
7. Have you ever argued with or yelled at your parents? _____
8. Do you believe that you can vote honestly guilty or not guilty? _____
9. Could you vote not guilty even if you don't like the defendant? _____
10. Could you vote guilty if you like the defendant? _____
11. Can you base your vote on the facts of the case alone, and not be swayed by popular opinion?

    _____

12. Can you give this case the attention it deserves, and not be distracted by other events? _____

Section Ten:

The City-State of Sparta

Time frame: 1–2 class periods (55 minutes)
Content: City-State of Sparta

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overheads:
  Compare Governments: Athens and Sparta
  Compare life in Athens with life in Sparta
- Reproducibles:
  Daily Life in Ancient Sparta
  Compare Governments: Athens and Sparta
  Compare life in Athens with life in Sparta

Daily Question: What is the name of the hero in Homer's *Iliad*?

Open Class: **Say:** "We know what daily life is like for the citizens of Athens. But what was life like in the city-state of Sparta?"

Activity: The City-State of Sparta

Handout: *Daily Life in Ancient Sparta*

Read and answer the questions.

Activity: Compare Athens and Sparta

How are they alike? How are they different?

- Each city-state (*polis*) had its own personality, goals, customs, and laws. Each city-state was a separate political unit. Sparta was an Oligarchy. Athens was a Democracy. Compare these two forms of government.
  Handout: *Compare Government: Athens and Sparta*.
  Put a copy on the overhead. Discuss.

- Handout: *Compare Daily Life: Athens and Sparta*
  Work on this chart as a class.

- Slaves: Ask your students if they think the Spartans believed in slavery. If so, how do they think the Spartans might have treated their slaves? Answer: Slaves were treated about the same as they were in ancient Athens. However, in Sparta, if slaves tried to escape or to organize an uprising, they were killed instantly. The Spartans had secret police whose job was to keep an eye on the slaves.

Say: "As you can see, daily life was somewhat different in the Greek city-state of Athens from that in the city-state of Sparta."

Ask: "Do these two city-states have anything in common?"

- To Be Greek: The ancient Greeks all spoke the same language. They believed in the same gods. They shared a common heritage. They loved poetry and dance. They perceived themselves as Greeks.

Activity: You are a "Goodwill Ambassador" to either Athens or Sparta.

- You have been selected to be a member of a Goodwill student exchange program. You and your team will be transported to a neighboring polis, where you will stay for two days, by school chariot. While there, you will be treated in the same fashion as everyone else. Choose whether you would prefer to be an Athenian visiting Sparta, or a Spartan visiting Athens.
- Write a letter home sharing your experiences. Remember, you are a Goodwill Ambassador. Try to find something positive to say.
- Give students a little time to write their letters home.
- Ask for volunteers who wish to share their letters with the class. Collect all letters.

Close Class both days by reading aloud one of Aesop's fables to your students.

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Compare Life in Athens with Life in Sparta

Athens		Sparta
	Physical Education	
	Cultural Education	
	Goal of Education	
	Military Obligations of Citizens	
	Role of Women	
	Form of Government	
	Government Control of Daily Life	

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Compare Governments: Athens and Sparta

Athens	Sparta
Democracy/Dictatorship	**Oligarchy, Monarchy (dual), and Democracy all rolled into one.**
Dictatorship In times of trouble—war, famine, plague—the Athenians chose one man to lead them, and gave that man all the power of the government. They called him the tyrant. In ancient Greece, a "tyrant" was someone who was willing to take on a very difficult task in very difficult times.	Monarchy (dual) Kingship shared by two kings who inherited their positions and ruled for life.
Council of 500 Requirement: • You had to be a citizen • You had to be at least 30 years old • Total: 500 members • two-year term • Maximum: two terms in a lifetime Citizens drew lots to see who would serve on the council. Council ran the day-to-day business of government and prepared bills to propose new laws.	Council of Elders Requirements: • You had to be a citizen • You had to be at least 30 years old • Total: 30 members, 28 of whom • had to be over 60 years old • Served for life The Council of Elders ran the day-to-day business of government, and acted as advisers to the kings. Kings and Council proposed new laws.
Assembly Assembly: All citizens Voted on new laws. Majority ruled. Tyrants could declare war without a vote.	Assembly Assembly: All citizens Voted on new laws. Majority ruled. Kings could declare war without a vote.

Name:
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Daily Life in Ancient Sparta

Both daily life and education were very different in Sparta than they were in the other city-states. With the exception of the Athenians, Greeks from other city-states had a grudging admiration for the Spartans. They wouldn't want to be Spartans, but in times of war, they most certainly wanted Sparta to be on their side. The Spartans were tough, and the ancient Greeks admired strength.

Education:

Athens: In ancient Athens, the purpose of education was to produce citizens trained in the arts and prepare citizens for both peace and war. Girls were not educated at school, but many learned to read and write at home. Until age six or seven, boys were taught at home by their mother or by a male slave. From age six to 14, they went to a neighborhood primary school or to a private school. Books were very expensive and rare, so subjects were read aloud, requiring boys to memorize everything. In primary school, boys learned two important things—the words of Homer, a famous Greek epic poet, and how to play the lyre, a musical instrument. Their teacher, who was always a man, could choose what additional subjects he wanted to teach. He might choose to teach drama, public speaking, government, art, reading, writing, math, or how to play another favorite ancient Greek instrument—the flute. Following that, boys attended a higher school for four more years. When they turned 18, they entered military school for two years. At age 20, they graduated.

Sparta: In ancient Sparta, the purpose of education was to produce a well-drilled, well-disciplined marching army. Spartans believed in a life of discipline, self-denial, and simplicity. When babies were born in ancient Sparta, Spartan soldiers would come by the house and check the baby. If the baby did not appear healthy and strong, it was taken away and left to die on a hillside or trained as a slave (a *helot*.) A baby who passed this examination was assigned membership in a brotherhood or sisterhood, usually the same one to which his or her father or her mother belonged.

Spartan Boys: Spartan boys were sent to military school at age six or seven. They lived, trained and slept in the barracks of their brotherhood. At school, they were taught survival skills and other skills necessary to be a great soldier. School courses were very hard and often painful. Although students were taught to read and write, those skills were not very important to the ancient Spartans. Only warfare mattered. Boys in school were not fed well and were told that it was fine to steal food as long as they did not get caught stealing. If they were caught, they were beaten. Boys also endured a brutal training period, in which they marched without shoes to make them stronger.

Legend has it that a young Sparta boy once stole a live fox, planning to kill it and eat it. He noticed some Spartan soldiers approaching, and hid the fox beneath his shirt. When confronted, to avoid the punishment he would receive if caught stealing, he allowed the fox to chew into his stomach rather than confess he had stolen a fox, and did not allow his face or body to express his pain.

Somewhere between the ages of 18 and 20, Spartan males had to pass a difficult test of fitness, military ability, and leadership skills. Any Spartan male who did not pass these examinations became a *perioikos*. (The perioikos, or the middle class, were allowed to own property and have business dealings, but they had no political rights and were not citizens.) If a Spartan male passed, he became a full citizen and a Spartan soldier.

Spartan citizens were not allowed to touch money. That was the job of the middle class. Spartan soldiers spent most of their lives with their fellow soldiers. They ate, slept, and continued to train in their brotherhood barracks. Even if they were married, they did not live with their wives and families; they lived in the barracks. Military service did not end until a Spartan male reached the age of 60. By then, a Spartan soldier could retire and live in his home with his family.

Spartan Girls: In Sparta, girls also went to school at age six or seven. They lived, slept, and trained in their sisterhood's barracks. Scholars do not know if their school was as cruel or as rugged as the boys' school, but they were taught wrestling, gymnastics, and combat skills. Some historians believe the two schools were very similar, and that attempts were made to train the girls as thoroughly as the boys. In any case, the Spartans believed that strong young women would produce strong babies.

At age 18, if a Spartan girl passed her skills and fitness test, she would be assigned or choose a husband and would be allowed to return home. If she failed, she would lose her rights as a citizen and become a *perioikos*. In most of the other Greek city-states, women were required to stay inside their homes most of their lives. In Sparta, women citizens were free to move around, and enjoyed a great deal of freedom, as their husbands did not live at home.

No marvelous works of art or architecture came out of Sparta, but the Spartan military force was regarded as terrifying. Thus, the Spartans achieved their goal.

Patron Deities: The Patron god of Sparta was Ares, god of war. The Patron goddess of Sparta was Artemis, goddess of animals and battle.

Dance: The Spartans loved to dance. Dance was important to all the Greeks, as they believed that dance improved both physical and emotional health.

Poetry: Like all Greeks, the ancient Spartans loved stories about their gods, their heroes, and their history. They also loved poetry. The Spartans, not the Athenians, wrote the first love poems in Greece. They were fierce warriors, but their love for poetry rendered them quite romantic.

Greek Weddings:

In ancient Athens, wedding ceremonies started after dark. The veiled bride traveled from her home to the home of the groom while standing in a chariot. Her family followed the chariot on foot, carrying gifts, such as baskets, furniture, jewelry, mirrors, perfume, and vases filled with greenery. Friends of the bride and groom lit the way, carrying torches and playing music to scare away evil spirits. During the wedding ceremony, the bride would eat an apple, or another piece of fruit, to show that food and other basic needs would now come from her husband.

In ancient Sparta, the ceremony was very simple. To prove his superior strength, the groom would toss his bride over his shoulder and carry her off. Spartan men only married women who wanted to marry them. There were no forced marriages in Sparta, and no marriages created for social gain. Spartan men married for love. They chose a bride the same way they chose everything—as a teammate for life.

Spartans believed in teamwork. Spartans fought in teams, with a brother warrior, so they always had someone to look out for them. Sparta teamed with different city-states at different times for different reasons. For all their warlike behavior and training, when a problem arose with another city-state, Sparta would first try to solve that problem though discussion and negotiation. If that failed, they would fight. Since they were legendary warriors, in most cases, the other Greek city-states worked out their differences with Sparta without going to war.

Ask a Spartan:

How do Spartans feel about their city-state in comparison to other city-states in ancient Greece? A Spartan warrior might answer something like this:

> "You want me to compare Sparta with *Athens*?" The Spartan warrior laughed uproariously. He waved a few of his fellow warriors over to share the joke. "We would rather die than behave like those silly citizens of Athens." (Nods all around.) "We know we are superior and we are delighted to be Spartan! Lie, cheat, and steal, but do not get caught—that is the Spartan way." (All the warriors nodded. These were wise words indeed.) "We endure unbelievable pain and hardship to become a superior Spartan soldier and citizen! Taken away from our parents at age seven, we live a harsh and often brutal life in the soldiers' barracks. Older children beat us to help make us tough and strong. We are often whipped in front of groups of other Spartans, including our parents, but we never cry out in pain. We are given very little food. We are encouraged to steal food instead. If caught stealing, we are beaten. To avoid severe pain, we learn to be cunning, to lie, to cheat, to steal, and how to get away with it. We are fierce, capable, and proud of our strength. Compare **Sparta** to *Athens*? Don't make me laugh!" Laughing heartily, shoulder to shoulder, the warriors marched away."

Section Eleven:

War with Persia—Marathon

Time frame: 1 class period (55 minutes each)
Content: The Persian Wars/Marathon

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overhead of the *Outline Map of the Persian Empire*
- Reproducibles:
  Outline Map of the Persian Empire
  The War with Persia: Battle of Marathon

Daily Question: What does the word "Spartan" mean today? Example: He lived a Spartan existence.

Open Class: "Persia was a great empire. It stretched from the Mediterranean Sea all the way to the Indus River in Pakistan. The Greek city-states were tiny by comparison."

On the overhead projector, show a map of the Persian Empire and compare it to the Greek city-states in size and location.

Say: "At the time, Athens, the largest of the Greek city-states, only had a population of about 200,000. Yet the Greeks were willing to antagonize the Persians. Several cities on the Ionian coast of modern-day Turkey—which had been founded by Greeks—rebelled against the rule of the Persians. Athens sent ships and supplies to help these cities. This made the Persian emperor Darius very angry. He decided to teach those Greeks a lesson. As a fitting punishment for their interference, Darius decided to gather his army and navy and invade and conquer Greece."

Activity: War with Persia: The Battle of Marathon

Handout: *The War with Persia: Battle of Marathon*

Read and answer the questions.

Activity: Comparison Chart

Using the material here and any other material you may have available create a chart that shows the advantages and disadvantages of both the Greeks and the Persians.

Close Class each day by reading aloud one of Aesop's fables to your students.

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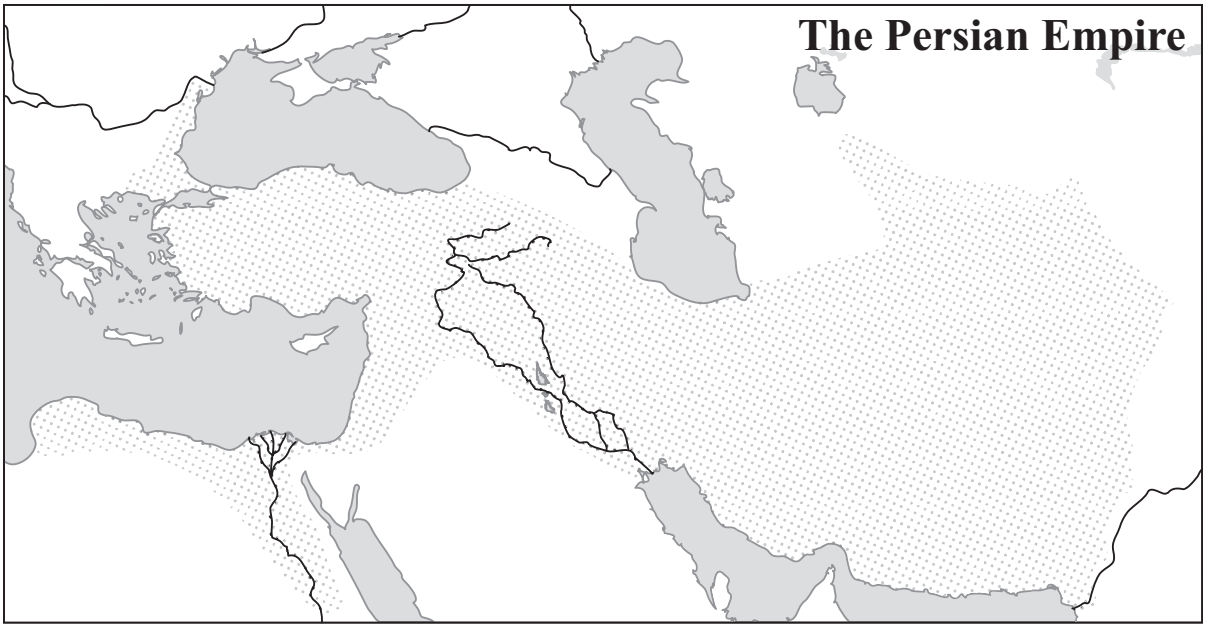
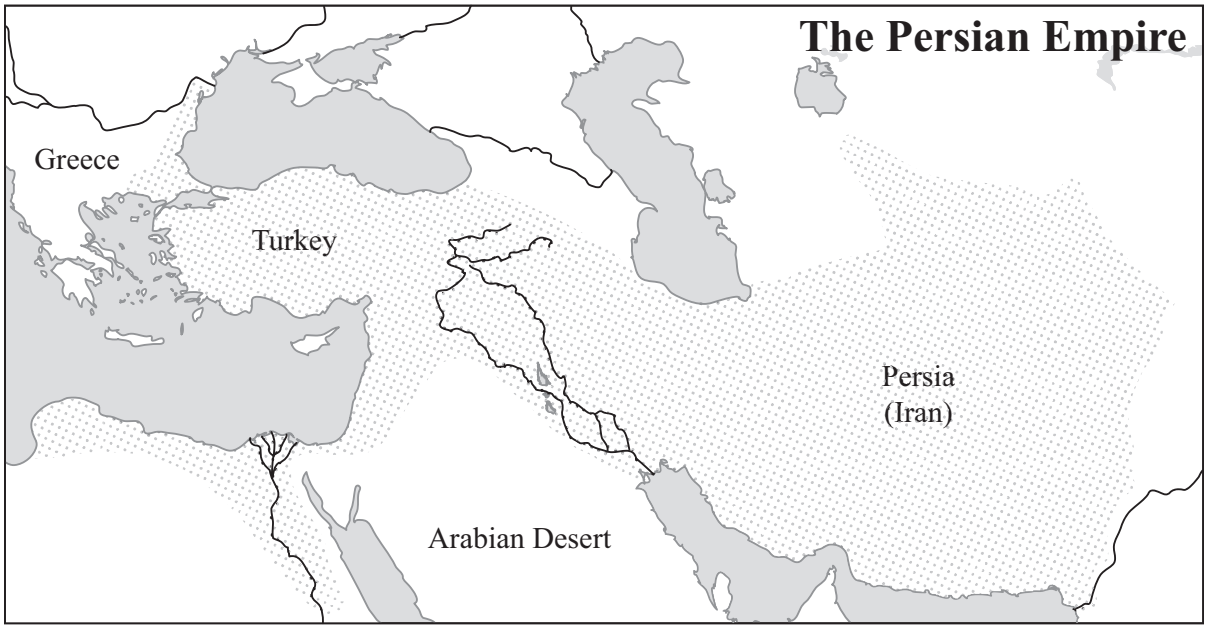
Outline Map of the Persian Empire



Labeled Map of the Persian Empire



Name:
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The War with Persia: Battle of Marathon

Persia was a great empire, stretching from the Mediterranean Sea all the way to the Indus River in Pakistan. The Greek city-states were tiny by comparison. Athens, the largest of the Greek city-states, had a population of only about 200,000.

Several cities on the coast of modern-day Turkey which had been founded by the Greeks, rebelled against the Persian rule. Athens sent ships and supplies to help these cities. This made the Persian emperor Darius very angry. He decided to teach the Greeks a lesson. In anger, he decided to invade and conquer Greece. He gathered together his army and navy and invaded Greece. This set the stage for the battle of Marathon.

Darius, the Persian Emperor, landed his army on the plain of Marathon up the coast from Athens preparing to attack. In the hills overlooking Marathon was the Greek army. Badly outnumbered, they looked down at the huge army below them. They were gathering their army together, but they received some disappointing news. The Spartans were not coming, as they were in the midst of a religious holiday that they would not disrupt. (The gods would be angry.)

However, the Greek commander Milatides had a plan. Just when the Persians were starting to load their army back onto their ships to sail down and attack Athens, he attacked. The Greeks had a couple of big advantages. First, every Greek warrior wore metal armor. Most of the Persians had leather armor. Second, they used a special way to fight called the phalanx. The phalanx was a triangular formation where soldiers locked shields and formed a wall, while soldiers behind the wall held long spears to stab the enemy.

The Persians had never seen such a formation as the phalanx before. And the Greeks were well outfitted. There was confusion in the Persian army. Should they continue boarding their ships or stop and fight? The Greeks gave them no choice. Attacking at a run, the Greek phalanx smashed into the Persian army. After a long, hard fight, the Greeks drove the Persians back on to their ships. But they weren't done yet.

Milatides gathered his army together and marched quickly to Athens. Darius had sailed with his army to attack what he thought was an undefended Athens. He was shocked to see the Greek army waiting for him on the beach. Despondent, he sailed with his army back to Persia. The Greeks had done the unbelievable, the impossible. They had defeated the Persian Empire.

A runner ran all the way from Marathon to Athens, a distance of over 26 miles, to bring the news that the Greeks had beaten the Persians, and that the Persians were on their way home. In honor of these wonderful accomplishments—the battle and the successful run from Marathon to Athens to bring the news—today, we use the word "marathon" to describe a long-distance race.

Questions:

1. Name one advantage the Greeks had over the Persians.

2. Name one advantage the Persians had over the Greeks.

3. Who won the battle of Marathon?

4. What word do we use today to describe a long distance race?

Section Twelve:

War with Persia—Thermopylae

Time frame: 1 class period (55 minutes)
Content: The Persian Wars/Thermopylae

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overhead of the *Map of the Persian Empire and Greek City-States*
- Reproducibles:
  The War with Persia: Battle of Thermopylae

Daily Question: Who was Darius?

Open Class: "Yesterday, we learned about the first Persian War, the Battle of Marathon. Things have changed in ancient Greece since yesterday. Today, there is a new threat: a new Persian emperor. Xerxes (pronounced zerk-seas) wants to avenge his father's defeat at Marathon and wants to punish the Greeks. He has gathered a huge army and has set out for Greece. Marching overland, his army has neared the city of Athens. To get to Athens, his army must go through the pass at Thermopylae." (Using the overhead, tap on the location of Thermopylae on the map.)

Activity: Battle of Thermopylae

Handout: *The War with Persia: Battle of Thermopylae*

Read and answer questions.

Activity: What is a hero?

Discuss the idea of self-sacrifice as embodied by the Spartans. Bring in some modern-day people who were willing to give all including their lives if necessary for their cause, like Gandhi, Nelson Mandela, modern-day police and firefighters, and others who are willing to risk everything for other people. We call these people heroes. What is a hero?

Close Class by reading aloud one of Aesop's fables to your students.

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The War with Persia: Battle of Thermopylae

Thermopylae is a pass through the mountains in Greece that leads to the plains around Athens. It is very narrow. The Persian Army was on its way back, determined to conquer Athens and to teach those upstart Greeks a lesson they would never forget. To get there, the army had to go through the mountains.

The Greeks knew that the Persians were coming. They knew they had to stop them in the mountains, where the huge number of Persians would be at a disadvantage. King Leonidas, a Spartan general, was in charge of the Greeks. He knew he could not defeat the entire Persian army, as there were just too many of them. But he had a plan. He figured that the pass at Thermopylae was so narrow that only a few soldiers at a time could get through. He sent most of the Greek army away and kept only a few thousand men to guard the pass. The most famous of these were the 300 Spartans of his own army.

Every day, every hour was precious. The Greeks needed time to gather their army together and build more ships for the Athenian navy to use for battle. Leonidas knew he had to stop the Persians at the pass at Thermopylae for as long as possible. And stop them he did. One day, two days—how long could the Greeks hold out? It seemed as if no one could defeat the Spartans. The Persians sent in their elite troops. The Greeks beat them back. The Persians were despondent. How could they ever get through the pass? Then the answer appeared in their midst. A traitor from the Greek army showed the Persians a little-known path around the Greeks.

Leonidas saw the Persians coming. He quickly sent the rest of his troops away to safety, keeping only his 300 Spartans to defend the pass. Soon they were surrounded. The Persians asked if they wanted to surrender. The Spartans replied never. The Persians attacked, and the Spartans defended. Again the Spartans were victorious. The Persians were tired of this, so they called in all of their archers and started firing arrows at the Spartans. One by one, the Spartans were dying from the thousands of arrows raining down upon them. There was only one thing to do. Attack! They formed a phalanx and attacked. The Persians continued firing arrows until finally all 300 Spartans lay dead on the ground. But they had held the pass long enough for the Greeks to get ready.

It was an act of heroism that is still remembered and honored today.

Section Thirteen:

War Three with Persia—Salamis

Time frame: 2 class periods (55 minutes each)
Content: The Oracle at Delphi, The Persian Wars/Salamis, War Poetry, and News Headlines

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- War poetry examples: "Charge of the Light Brigade," "In Flanders Field," "The Isles of Greece"
- White posterboard
- Reproducibles:
  The Oracle at Delphi
  The War with Persia: Battle of Salamis

Daily Question: Who was Xerxes? (pronounced zerk-seas)

Open Class: Say: "The year is 480 BCE The Persians continue to be a threat. The Greeks are worried. They know the Persians will be back in huge numbers. They want advice.

"Now the Greeks believed the best place to get advice was from the gods. They knew they could not talk to the gods directly if they wanted an answer. For an answer, they needed an oracle, or person with special powers though whom the gods could speak.

"The Greeks used the word 'oracle'" (write oracle on the board or overhead) "to describe the person through whom the gods could speak, the place or temple where the gods could speak, and the answer the gods would give. So, when speaking to the gods, the word 'oracle' is used to describe the person, the place, and the answer.

"The Greeks knew that it was dangerous and often confusing to try and talk to the gods, but because the threat from the Persians was so great, the Greeks decided to be brave, and seek the advice of the most famous oracle in all of ancient Greece: the Oracle at Delphi."

Activity: The Oracle at Delphi

Read aloud *The Oracle at Delphi*

Brainstorm some ideas as to what the Oracle could possibly mean.

Allow a 10-minute brainstorming session. Review your list.

Now inform the students that the Athenians were divided. Some thought that the oracle meant they should build a wooden stockade and defend it. They all died. (Wrong guess.) Some thought it meant to take their wood ships and fight a sea battle instead of a land battle. They beat the Persians. (Right guess!) Those who took their ships to sea participated in one of the greatest victories ever: the battle of Salamis.

Activity: Battle of Salamis

Handout: *The War with Persia: Battle of Salamis*

Read and answer questions

Activity: War Poetry

Say: "Many hundreds of years later, long after the Persian Wars were over, the Turks of the Ottoman Empire conquered Greece.

"At the time, an Englishman named Lord Byron wrote a poem to try and inspire the Greeks to rebel against the Turks. That poem is called 'The Isles of Greece.' Three stanzas in particular refer back to the Persian wars. They go like this:"

(Skipped the first two stanzas)

"The mountains look on Marathon—
And Marathon looks on the sea;
And musing there an hour alone, I
dream'd that Greece might yet be
free For, standing on the Persians' grave,
I could not deem myself a slave.

"A king sat on the rocky brow
Which looks on sea-born Salamis;
And ships, by thousands, lay below,
And men in nations;—all were his!
He counted them at break of day—
And when the sun set, where were they?"

(Skipped a stanza here)

"Must we but weep o'er days more blest?
Must we but blush?—Our fathers bled.
Earth! Render back from out thy breast
A remnant of our Spartan dead!
Of the three hundred grant but three,
To make a new Thermopylae."

(Continues)

Say: "Many battles—both victories and defeats—have been commemorated in poems. "The Charge of the Light Brigade" and "In Flanders Field" are two good examples. There are many others."

Activity: Original War Poetry

Have your students write a poem commemorating one of the Persian War battles, either as a victory or a defeat, depending upon your point of view. Allow those who choose to do so to read their poems aloud to the class.

Activity: News Headlines

Working in groups, create news headlines that sum up the main points of the Persian Wars. Use white poster board and color letters brightly.

Class Activity: Post all poems and headlines on the wall under a heading that reads: THE PERSIAN WARS

Close Class both days by reading aloud one of Aesop's fables to your students.

Name:
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The War with Persia: Battle of Salamis

The Persians had lost two major battles to those upstarts—the Greeks. They were not about to lose a third. They were determined to win—and to win big.

Xerxes, the leader of the Persian Army, packed 600 ships with well-equipped fighting men, and set sail for Greece. 600 ships! Can you imagine? What a sight that must have been! Rather than command his men personally, Xerxes ordered a comfortable chair to be placed on a hilltop, where he could watch the battle in the far distance, as if it were a play about to be enacted for his amusement.

The ancient Greeks did not need spies to tell them that the Persians would be back in great numbers. They knew the Persians would be back. But the ancient Greeks were fighters. They would rather die than lose. They would rather win than die. They knew they had some advantages, and they planned on how best to use them.

Greek Advantage: Athletic Ability.

For one thing, the Greeks could swim. The Persians had already demonstrated that if they fell in the water, they drowned. Most could not swim to shore or swim to another Persian boat to save their own lives if they fell into the water.

> Using this advantage, the Greeks practiced a new maneuver. The plan was to move quickly alongside an enemy ship. Once there, at the last second, they practiced raising their oars vertically, fast and hard, to break the enemy's oars. If they broke them, the ship would be stuck. The men could not row away until they were given new oars. The men could not swim away because they could not swim. Basically, they would be sitting ducks. It was a very smart plan.

Greek Advantage: Knowledge.

The Greeks had the advantage of fighting on their home turf. They knew the waterways. They knew the currents. They decided that if they had smaller ships that were faster and easier to maneuver, being incredibly outnumbered might not matter as much, especially if the enemy ship was stuck and they were free to move around.

> Athenians used money from their brand new silver mines to build as many ships as they could before the Persians arrived at Salamis. They designed a new ship called a trimine. A trimine is a ship with three levels of rowers. This gave speed to their ships and strength to their battle plan of enemy oar breaking. Together, the Greek city-states built about 200 trimines before the battle of Salamis.

Greek Advantage: Cleverness.

That was a lot of ships, but the Greeks knew that it would not be enough in an open fight since their spies had reported that the Persians planned to bring 600 ships loaded with soldiers. The Greeks needed more. The clever Athenians added a couple of things to help bring the odds a bit more into their favor.

- The Greeks increased the strength of their boats. They added a ram (a built up, strengthened point) to the bow (front) of their ships, to help them sink the enemy ships.
- The Greeks used the technique of misinformation. They sent someone who was pretending to be a traitor into the Persian army. This "traitor" told the Persians that the Greeks were going to pretend to retreat through the Gulf of Salamis, but the Greek fleet would be hidden on the other side, ready for a surprise attack.

Since the Persian general thought he knew the Greek plan, he created a plan of his own. Based on the misinformation he had received from the Greek "traitor," his plan was to send in all his ships at once and overwhelm the Greeks through sheer numbers, putting three or four of his ships against every Greek ship before the Greeks could retreat through the Gulf of Salamis to join the rest of their fleet. Unfortunately for the Persians, that's exactly what the Greeks wanted them to do. For the Greek battle plan to work, they needed the Persian ships to be close together.

Greek Advantage: Courage.

The ancient Greeks had the wonderful ability to stick to a plan. It took great courage to stick to this plan. But they did. When the battle started, as planned, the Greeks pretended to retreat in front of the Persians, just as the "traitor" had said they would.

However, the rest of the Greek fleet was not hidden on the other side of the Gulf of Salamis. The rest of the fleet was hidden on this side, behind islands and in the many small rivers and channels that lined the Bay of Salamis.

As the Persian fleet entered the Bay of Salamis, the Greek fleet stood firm for a minute, then turned and fled towards the Gulf of Salamis. The Greeks fled, with the Persians in fast pursuit, until the Persian fleet was in the middle of the Bay of Salamis. It was then that the Greeks attacked. Greek ships poured in from all side, from the channels, and islands. The Persians were surrounded.

The Greek fleet slammed against the sides of the Persian ships, as they had practiced. At the last second, they slapped their oars straight up with great strength and speed, cracking Persian oars into bits.

Many of the Persian ships had so many cracked oars that the men could not row away. They could not swim away. They were stuck. Once the ships were stuck, the Greek fleet began ramming ships, sinking the Persians, but remaining afloat themselves, thanks to the built-up front end of their boats. Accounts say about 200 of the Persian ships were sunk. The Greeks boarded other ships, killing the men aboard. Only about 200 of the original 600 ships sent by the Persians escaped.

Xerxes had placed his throne on top of hill so he could watch the great victory of his men. Instead, he wept at the loss of so many men and ships. The Persians took their remaining ships and their army and retreated to northern Greece. Xerxes left an army of about 80,000 men in northern Greece and took the rest of his men home to Persia.

The Persian Wars were nearly over

Two Last Battles: Platea and Mycale

The Persians were not done yet. They still had an army of 80,000 men in Greece.

Greek Advantage: Teamwork.

The Spartans gathered an army from the rest of the Greek city-states and met the Persians at Platea. Here, the Persian army was defeated and destroyed. Meanwhile, the Athenians had gathered the Greek fleet and set off for the coast of Asia Minor. They destroyed what was left of the Persian navy at Mycale.

Victory: The incredible had happened. The tiny city-states of Greece had beaten the huge Persian Empire. The pride that the ancient Greeks felt over winning this war started a new age: the Golden Age of Greece.

Questions:

Name two advantages the Greeks felt they had over the Persians that they built into their battle plan:

1.

2.

Name:
Date:
Class:
Period:

The Oracle at Delphi

The Oracle at Delphi was the place the ancient Greeks headed when they wanted answers to questions. There were many oracles in Greece; the one at Delphi was the most famous. Anyone could go there and ask a question. All you needed to do was to bring along a suitable offering for the gods (fresh food was always nice) and ask away.

The problem was that you usually didn't understand the answer until after the situation was over. For example, one of the richest and most powerful Greek kings was thinking about going to war with the Persian Empire. He asked the Oracle what to do. The Oracle answered, "Soon a rich and powerful country will fall." The king figured that he would beat the Persians since they were very rich and powerful. He was wrong. The rich and powerful country that would fall was his own. The Persians conquered his kingdom and he was never heard from again.

Now Athens is at war with Persia. They have asked the Oracle for help. The oracle has answered, "Hide behind your wooden walls." The wall around Athens is made of stone. What does the Oracle mean?

Let's brainstorm some ideas as to what the Oracle might mean.

Section Fourteen:

Other City-States

Time frame: 1 class period (55 minutes)
Content: City-states—Corinth, Argos, Megara, Tegea, Thebes, and Olympia

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overhead: *Map of the Ancient Greek City-States*, blank and/or labeled
- Reproducibles:
  Daily Life in Other City-States
  Map of the Ancient Greek City-States (blank)
  Map of the Ancient Greek City-States (labeled)

Daily Question: What did the Spartans do at the pass at Thermopylae that made them heroes?

Open Class: **Say:** "Athens and Sparta were the big two city-states, or so they believed. But they were not the only city-states. 4,000 years ago, there were many city-states in the ancient Greek world. The Greeks who lived in each city-state were proud of their hometown. They were also proud to be Greek. The Greeks loved beauty, music, literature, drama, philosophy, politics, art, and talent."

To be Greek: The ancient Greeks all spoke the same language. They believed in the same gods. They shared a common heritage. They perceived themselves as Greeks.

To be a citizen of a *city-state*: The ancient Greeks referred to themselves, however, as citizens of their individual city-states. Each city-state (*polis*) had its own personality, goals, laws and customs. Ancient Greeks were very loyal to their city-state.

Each city-state was a separate political unit. As we have learned, daily life was somewhat different in the Greek city-state of Athens, than it was in the city-state of Sparta. Today, we're going to take a look at a few of the other city-states in ancient Greece.

Activity: Daily Life in Other City-States

Handout: *Daily Life in Other City-States*
Read and answer the question.

Make a list of the answers on the board or on the overhead.

Activity: Important elements of a good polis

What did the Greeks believe were the important elements of an excellent *polis?* As a class, create a list of requirements for an excellent polis based on the interviews you read in *Daily Life in Other City-States*.

Activity: Map the city-states

Handout: *Map of the Ancient Greek City-States* (blank)

Position each city-state discussed on a map of the ancient Greek world. Color your maps.

Put a *Map of the Ancient Greek City-States* (labeled) on the overhead in case someone did not correctly fill in their map at their desk. This is an easy reference tool for you and for your students.

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Daily Life in Other City-States

Ask a Corinthian:

How did Corinthians feel about their city-state in comparison with other city-states in ancient Greece?

"How nice of you to ask! As a coastal city-state, we have a glorious history as a cultural and trade center. Of course, we have land, too. You probably know that Corinth is a 900-mile mix of shoreline, mountains, and rich, fertile farmland. Our farms produce wonderful food—more than we need to feed all our people.

Education? Of course we believe in education. As a child, we are taught at home by our mother or by a male slave. From age seven to 14, we attend a day school near our home where we memorize poetry and study drama, public speaking, reading, writing, math, and the flute. Most of us attend a higher school, if our parents can afford it. We also attend military school for at least two years after high school.

Our *polis* is famous for its bronze statues, pottery, and vase painters. We created a method of painting vases without paint! In place of paint, our artists use dark and light clay. It's proven to be a most popular technique. Other city-states have tried to copy it, but they are not very successful. But then, we are a clever people, unlike those vain Athenians. I say this in all modesty, simply because it is true. We are a clever people.

For some, the Isthmus of Corinth—the land bridge that divides two major waterways—might have been a problem. For us, it is a wonderful source of revenue. For a fee, we use slaves to drag ships across the Isthmus of Corinth. That shortens the trip considerably for many a ship, and of course, the ships stop in Corinth to trade and rest. To solve the problem of foreign money pouring into our coastal *polis*, our city-state created its own coinage, forcing traders to convert their coins at our banks, for a fee. Then we used the money to solve our problem of unemployment. We create huge and successful public works programs all the time!

Those animals, the Spartans, and those smug Athenians each think their *polis* is the best. They are mistaken. Literature, culture, art, and businesses thrive in our *polis*. We are proud of our obviously superior city-state, and proud to be Corinthians."

Ask an Argive:

How did Argos feel about their city-state in comparison with other city-states in ancient Greece?

"I would be delighted to answer your questions. Although our close neighbor, Corinth, is on the coastline, our *polis* is located on a plain, where the weather tends to be hot and dry in the summer, and cold and wet in the winter. Our soil is not especially fertile, and we must fight to grow food. In spite of this hardship, our magnificent stone sculptures of athletes, rippling with muscle, are the envy of many a Greek city-state. Although our schools are not as fine, perhaps, as those of Athens, we have been educated in the arts and the sciences. We are famous for our wonderful musicians and poets. Drama reached new heights in our *polis*. Plays are performed in open-air theatres, drawing crowds of 20,000 or more Argive citizens! We are proud of our hard-working, honest, loyal, clever *polis*, and especially proud that our artists built the Trojan horse. (Or so we believe.) We were once one of the most powerful city-states, but we have never gotten along with Sparta. Around 494 BCE, Sparta took the city. Although they gave us back our city, we never regained the power we once had. We are not bitter. We know that our athletes, soldiers, scholars, orators, architects, poets, dancers, and artists are as fine, if not superior, to the other city-states. We are Argives—proud of our history and of our many achievements. If you will excuse me, a wonderful new comedy is being performed in the theatre. Not being a famous Olympian, no seat is reserved for me. (Small laugh.) Good-bye. Enjoy your stay in our beautiful *polis*!"

Ask a Megarian:

How did Megarans feel about their city-state in comparison with other city-states in ancient Greece?

"I'm sorry, I don't understand. Compare Megara to whom? As a coastal city-state, our history is similar to Corinth's, our neighbor. Much of our wealth came from trade. We believe our schools are as fine as those of Athens, although we have no doubt that any Athenian would disagree. We have been trained in the arts and the sciences. From age seven to 14, we attended a day school near our home where we memorized poetry and studied drama, public speaking, reading, writing, science, poetry, the flute, the lyre, and a great deal of mathematics. We have, of course, our own coinage, an idea we copied from Corinth. We attend a higher school, and all citizens attend military school. Our *polis* is famous for its glorious textiles, which are the envy of other Greek city-states. Literature, culture and art thrive in our city-state. We would not wish to live in overcrowded Athens. Most certainly, we would not want to live like those militant fanatics, the Spartans. Corinth wouldn't be too bad, I suppose. But why would anyone want to live anywhere other than Megara? We are proud of our world famous textiles, our glorious schools, our wonderful theatre, and our coastal advantage. Megara is the finest *polis* of all!"

Ask a Tegean:

How did Tegeans feel about their city-state in comparison with other city-states in ancient Greece?

> "Our *polis* is truly beautiful. We have many stadiums and gymnasiums and an all-marble theatre. We have our own currency and are the hometown of many writers and poets. Our glorious athletes compete in the games that are held every two years in the nearby *polis* of Nemea. We send a team to the Olympics every four years. It would be nice to win, but we know those animals, the Spartans, will do anything to beat us, even lie and cheat. Still, they are good neighbors and good friends to have in times of war. We don't wish to be vain (like those horrid Athenians), but we are proud of our beautiful city, our wonderful schools, and our magnificent architecture. We are proud to be Tegeans."

Ask a Thebean:

How did Thebeans feel about their city-state in comparison with other city-states in ancient Greece?

(Yes, there is a Thebes in ancient Egypt as well. But this *polis* is in ancient Greece.) If we asked a Thebean, they would probably tell us how great they were. Once, they were truly great. Thebes was originally a Mycenaean city. Around 1000 BCE, it was a booming place. There was a time when Thebes nearly replaced Athens as the leading center of culture in the ancient Greek world. Sadly for Thebes, during the Persian War, Thebes sided with the Persians. Once the war was over, Athens wanted to level the city. But Sparta intervened. Later, when Athens and Sparta went to war, Thebes sided with Sparta but quickly withdrew their support from everyone. It is no wonder that in 336 BCE, when the Great Greek, Alexander the Great, marched on Thebes, no one came to its rescue. Alexander destroyed the city. Thebes was rebuilt, but it never regained its former glory. Certainly, we would not wish to embarrass a fellow Greek. To avoid conflict, I think we'll skip our interview with a Thebean on this trip.

Ask an Olympian

How did Olympians feel about their city-state in comparison with other city-states in ancient Greece?

> "Need you ask? Our city-state is the home of the Olympics. We are proud to host the most important of all the ancient Greek games. Oh, sure, there are other games. There are the Isthmian Games at Corinth with their pine branch crown, and the Pythian Games at Delphi, where apples are all the rage. One can win a parsley crown, of all things, at the Nemean Games in southern Greece. But no game, absolutely no game, is as important as the ancient Greek Olympics.

Every four years, one month before each Olympic Game, if any polis is fighting another, an immediate truce is called. Wars are stopped so that athletes and audience members can attend the games. In Olympia, athletics win more than a crown. They win free meals for life, and special invitations for life, and special reserved places in the theatres for life.

Olympia is home to the Statue of Zeus. The Olympics are held in honor of Zeus, which means the Olympic meet is a religious festival. That means the town had to pay for everything. Typically, religious festivals are very expensive. The rich are supposed to help. (If they do not help, they might end up serving as captain of a ship—which means paying for a crew and repairs and hiring someone to actually work as captain in their absence!) When it comes to the Olympics, there is no need for financial worry. Citizens from all over the ancient Greek world walk to the Olympics. They ride horses. They ride in chariots. Some bring their families, although women are not allowed to watch the actual Olympic competitions. It takes some people weeks to arrive. Once they enter Olympia, they spend money like crazy! After all, the Olympics are held in honor of Zeus, the king of all the gods. No one, certainly, would wish to anger Zeus!

Ever since 776 BCE, the first Olympics, the *polis* of Olympia has held a special place in the hearts and minds of the ancient Greek world. Our polis is famous for more than the Olympics. We know our soldiers, scholars, architects, poets, dancers, and artists are as fine as those in Athens, or at least, as those in Corinth. Are we proud to be an Olympian? You bet!"

Questions:

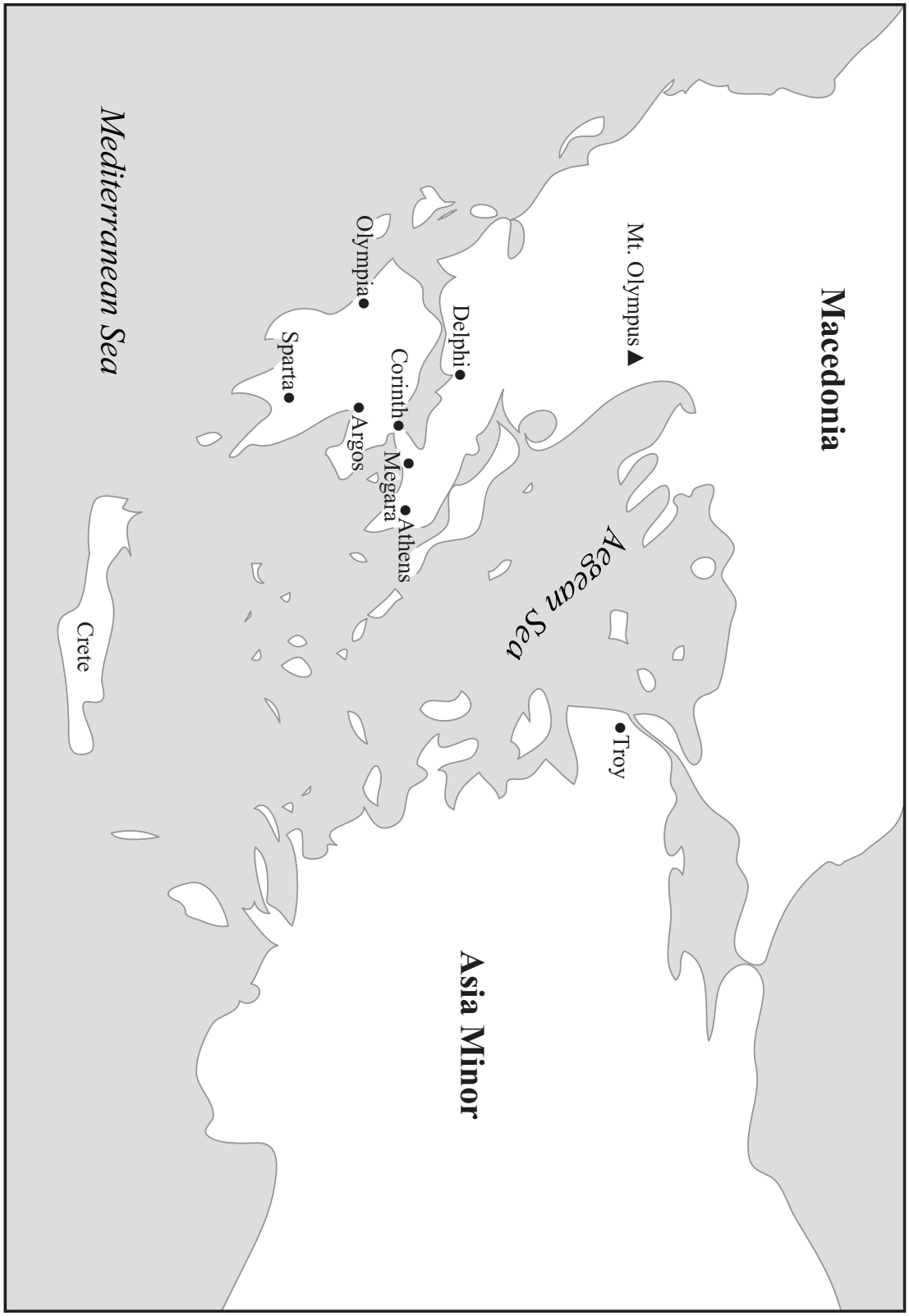
Name ten things that are mentioned by more than one representative of the ancient Greek city-states while speaking about their *polis*.

Name:
Date:
Class:
Period:

Map of the Ancient Greek City-States

Label your map with the following: Mediterranean Sea, Aegean Sea, Olympia, Corinth, Megara, and Argos. Color your maps.

Map of the Ancient Greek City-States



Section Fifteen:

Create Your Own City-State

Time frame: 1 class period (55 minutes) Content: City-States
Teacher Note: Do not tell the students this yet, but they will be taking representatives from their own city-state to the ancient Greek Olympics.

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:
  Create Your Own City-State 1
  Create Your Own City-State 2

Daily Question: What is a polis?

Open Class: **Say:** "The last couple of days, we have looked at several of the ancient Greek city-states. Today, just like the ancient Greeks, each group will design its own city-state."

Direct students to move into their groups.

Activity: Create your own city-state

Say: "Since location and resources determine how and why a city grows, you will be given a choice about your city-state's location and other features."

Hand out to groups: *Create Your Own City-State 1*

- Read the first item together as a class. Allow each group a quick minute to make their selection.
- **Say:** "Does everyone understand how this works? Then, make your selections. Please work as a team. Majority rules."

Hand out to groups: *Create Your Own City-State 2*

- Quickly review this handout together as a class.
- **Say:** "Does everyone understand how this works? Then, make your selections. Please keep in mind that you are a team. If you have differences, remember—today, you are an ancient Greek citizen, building a new city-state. Just like the Greeks, majority rules."
- Allow each group time to make their individual selections.
- If any group wishes to share their selection, tell them: "Not yet. Keep it a secret for now."

Name your City-State

Say to groups: Now that you have selected your choices, brainstorm some names for your city-state. Choose a god to watch over your city-state. You may not choose a god that is already watching over Athens, Sparta, Corinth, Argos, Megara, Thebes, or Delphi.

Diagram of your City-State

Now that you have created some of the physical and social structures that influence your city-state, it is now time to diagram your city

Activity: Presentation
Have each group introduce its city-state to the rest of the ancient Greek world (the class.)

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Create Your Own City-State 1

Since location and resources influence how and why a city grows, you will be given a choice about your city-state's make up. Select one item from choices A, B, or C for each category listing. There are no right answers. There are advantages and disadvantages with every choice.

Category	Your Choice of A, B, or C	A	B	C
Topography, soil, and agriculture		Hilly, rocky soil, grazing for goats and cattle	Flatland, fertile soil, all crops	Forested valley, loam soil, grapes and olives
Major industry		Shipbuilding	Metalworking	Pottery, textiles
Major imports		Food	Metal and ore	Manufactured goods
Natural resources		Iron for tools, weapons	Silver for jewelry, trade	Timber for housing, ships
Neighbors		Weak but hostile	Strong, looking to expand	Moderate but untrustworthy
Nearby water		Inland waterways; limited access to the sea, unlimited fresh water	River delta; easy access to the sea, open to invasion, unlimited fresh water	Bay; easy access to the sea, protected, limited fresh water
Population		Large; overcrowded, large army, need lots of food	Moderate; not crowded, small army, food needs moderate	Small; self sufficient in food, very small army
Famous for…		Poetry	Painting	Oratory
God protector		Choose one of the Greek gods	Choose one of the Greek gods	Choose one of the Greek gods

Name:
Date:
Class:
Period:

Create Your Own City-State 2

Although location and resources are important, the beliefs and character of the people who live in your city-state are also important and will make a difference in how your city-state functions. When creating your own city-state, your group must vote on issues of government, housing, education, role of women, and city design. There are no right answers. There are advantages and disadvantages with every choice.

1. Type of Government	
2. Distribution of Wealth	
3. Type of Housing	
4. Type of Education, and who gets educated	
5. Role of Women	

Section Sixteen:

Simulation, Ancient Greek Olympics

Time frame: 3–5 class periods (55 minutes each)
Content: Greek Olympics in the Classroom, Simulation Operation

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Materials:
  - Paper, crayons, colored pencils, or paint
  - A bag of bows (red, white, and blue) to use as prizes
  - Recording device, music
  - Copies of each city-state's pledge (to hand to the students, if necessary)
- Materials you need for the games
  - 5 sets of jacks
  - At least 2 baskets and 6 light weight balls
  - Shoeboxes prepared for random drawings (tongue-twisters, art)
  - Box filled with items (for memory game)
  - Paper javelins, or purchased toss games (from the dollar store)
  - A watch to wear, with a second hand, or some kind of timer
- Reproducibles:
  Olympic Games Events Schedule
  Olympic Games Tongue Twisters

Daily Question: The ancient Greeks spoke the same language. What was that language called?

Open Class: Greet your class at the door: "Welcome to the Ancient Greek Olympics!"

Day One

Introduce the Greek Olympics to your class. Explain that the Olympics were so important to the ancient Greeks that wars were stopped to allow participants to attend.

Say: "So important were these Olympic games to the ancient Greeks that we are going to hold our own Olympics. In ancient Greece, each city-state sent a team to represent them in these famous games. At our Olympics, we will have representatives from five different city-states: yours!"

Quick Review:
Say: "The ancient Greeks all spoke the same language."

Ask: "What was that language called?" (Answer: Greek. Not English. Greek.)

Ask: "They believed in the same what?" (The same gods.)

Say: "They referred to themselves, however, as citizens of their individual city-states. Each city-state was a separate political unit, having its own personality, goals, customs, and laws. Ancient Greeks were very loyal to their city-state. When it came to the Olympics, each city-state wanted their athletes to win.

"What I want you to do now is to break up into your five groups."

Activity: City-States (Student Groups)—Prepare for the Olympics

Say: "City-states, to prepare for the Olympics, you will need to design a flag and a pledge. Tell your students that they will be reading, or performing their pledge (as pledges can be read, sung, chanted, or performed as a cheer) at the opening of the Olympics."

Have books or material on flags of the world available for their use, if available, to give them some ideas. If possible, also have a collection of various pledges available for them to use as examples. Offer help on pledges as needed.

Day Two

Greet your class at the door. Greet imaginary teams; along with team names they gave their own city-states (created in Lesson 15).

Hail Athenians!

Hail (their city-state name)
Hail Spartans!
Hail (their city-state name)
Etc.

Prepare for the Olympics!

Continue working in groups. Finish flags, pledge, and any other material they want to make in preparation.

Handouts: Give each group a copy of the *Olympic Games Events Schedule* and a copy of the *Olympic Games Tongue Twisters* (or the schedule and events you have created).

- Have each team select one representative, plus an alternate, for events that require a single representative. Make sure they hand these sheets in, so that you know who will be representing each city-state in single representative events.
- Remind your Olympians that they will need to select a song to hum for the Music Appreciation event.
- Encourage them to practice the tongue twisters
- Encourage them to start plotting with other city-state representatives to create an advantage for themselves (or a disadvantage for another city-state) at the games.

Day Three and Day Four

Run the Olympics!

Preparation: Set up your classroom to make room for the games. Shove furniture out of the way as much as possible. Put together desks (or use a table) in the center of the room. Put a podium or a table in the corner. Clear your bulletin boards to make room for the flags of your city-states per class. Hang five signs—one sign per city-state—so the students know where to hang their flags. Have something available to use to hang the flags and stick on the bows.

Olympics Operation: Surprise your students! As they prepare to march into the classroom in the opening procession, play music. (We use the theme from Star Wars). Organize your teams alphabetically (a Greek invention!). When the lead team stops at the podium, stop the music. Greet your Olympians!

Hail athletes from (name of city-state), famous Greek (whatever they chose to be famous for when creating their city-state profiles). Do this for all five city-states.

Say: "In ancient Greece, the Olympics were held in honor of Zeus. Today, our Olympics will be held in honor of the ancient Greeks."

Have each city-state read or perform their pledge. Hail each one! When all city-states have been individually honored, open the games with something like this:

> All hail the Ancient Greeks. Hail, hail! Honored Olympians, post your flags, and let the games begin!

(Hang flags on the wall. This not only looks very nice, but gets the flags out of the way and designates each team area within the room.)

Final Note: If you run your Olympics for two days, open the second day with the opening processional, again. Play your music. These are the Olympics. Enter and exit the games with fanfare!

Clean Up: Have the students clean up the room to prepare for the next class. Close by reminding the students that in ancient Greece, competitors at the Olympics won nothing except perhaps a laurel wreath. But today, since we are honoring the ancient Greeks, we will honor them with something they have would have enjoyed—one piece of candy per student. Distribute candy.

Dismissal: As your students exit for their next class, stand at the door:

Say: Hail Greek athletes from (name their city-states.) All Greece thanks and honors you!

Name:
Date:
Class:
Period:

Olympic Games Event Schedule

Opening Procession

Report to class on time! Join your city-state. Collect your flag, your pledge, and any other material you have created to wear. *No* talking in the hall! Line-up outside your classroom, by city, alphabetically (a Greek invention!), by teams, with flags. March into class. Be disciplined. Stay in line while marching around the table. Continue marching until all Olympians have entered the classroom and have marched around the table in the center of the room at least once. Lead team; stop at the podium in the corner. Quietly await the instructions of your Olympic coordinator (your teacher). You are Olympians, the finest of all the Greek athletes! Hold your heads high! If you win an event, you will receive a bow. Send a runner (but walk!) to stick this bow on your flag!

Olympic Tongue Twisters (See *Olympic Tongue Twisters*)

One member, selected in advance, from each team. Selected Olympian will say, three times, the tongue twister they have drawn at random from the Olympic Tongue Twister Shoebox. The Olympic coordinator (the teacher) will time this event. Best time wins!

First place receives a bow. Send a runner (but walk!) to stick this bow on your flag!

Sticky Ball (Javelin Throwing)

All Olympians compete. Have each member of each team throw a paper javelin as far as they can. All Olympians compete in this activity, and receive a total team score. Best team score wins! First place receives a bow.

Music Appreciation (Humming)

Team members will hum a tune for the Olympics coordinator (the teacher). Select a tune in advance. Try to select a tune your Olympic coordinator might know. Best time wins. First place receives a bow.

Boxing (Items in a Box)

Team members will proceed to the "Boxing" Arena, where you will be shown one box full of items for 20 seconds. You will have one minute to write down everything you can remember. You may hand in only one piece of paper for scoring purposes. It might be wise to select one person to be your team secretary for this event. Best score wins. First place receives a bow.

Ball in a Basket

All Olympians compete. Your goal is to toss balls into a basket. Best count wins. Team score. First place receives a bow.

Art Recognition

One member, selected in advance, from each team. For this one, you'll need to use the bulletin board or an overhead projector. A member from each team will select at random (from the Olympics Art Appreciation Shoebox) an item to draw. Your teammates must guess what it is. Best time wins. First place receives a bow.

Knucklebones (Jacks)

All Olympians compete. One member of each team will report to a Jack Arena. Let the games begin! Each member will do one round of onesies, the next person will do twosies, the next threesies, etc. If you miss, you're out. Best team score. For example, if representatives of Athens each win in their Jack Arena, Athens would receive two points, one for each win. Best total team score wins this event. First place receives a bow. Send a runner (but walk!) to stick this bow on your flag!

Award Presentation

Honor first, second, and third-place winners. Winners selected by totaling number of events won at the Olympics. Take your place to be honored! All Olympians cheer winners in the Greek way—HAIL, HAIL! The Olympics coordinator will award bows for you to add proudly to your city-state flag.

Closing Procession.

All city-states, get your flags. *No* talking in the hall! Line up inside the classroom, by city, alphabetically (a Greek invention!), with flags. Stay with your team, and march proudly around the table at least twice. Exit the Olympic Arena. When all Olympians have exited the Arena, the games are officially over. Return to class.

Post all flags on the wall (leaving room for the flags of the next class). Clean up!

Olympic Tongue Twisters

Miss Smith's fish-sauce shop seldom sells shellfish.
Ripe white wheat reapers reap ripe white wheat right.
Blake's black bike's back brake bracket block broke.
Swan swam over the sea. Swim, swan, swim. Well swum, swan.
Buckets of black bug's blood.
Five fat friars frying flat fish.
Betty bought some bitter butter and it made her batter bitter, so Betty bought some better butter to make her batter better.
Ray Rag ran across a rough road. Across a rough road Ray Rag ran. Where is the rough road Ray Rag ran across?
A Tudor who tooted the flute, tried to tutor two tooters to toot. Said the two to the tutor: "Is it harder to toot or to tutor two tooters to toot?"
Meter maid Mary married manly Matthew Marcus Mayo, a moody male mailman moving mostly metered mail.
To begin to toboggan first, buy a toboggan. But do not buy too big a toboggan. Too big a toboggan is too big to buy to begin to toboggan.
She had shoulder surgery.
She sells seashells on the seashore. The seashells she sells are seashore seashells.

Section Seventeen:

Peloponnesian Wars

Time frame: 1 class period (55 minutes)

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:
  Types of Government
  Peloponnesian Wars

Daily Question: The ancient Greek Olympics were religious festivals held in honor of whom?

Open Class: The ancient Greek city-states had four major different types of government.

Overhead: *Types of Government*

Review

Say: "Athens and Sparta were always archrivals. They were both powerful city-states, but so very different in their outlook and behavior. The Spartans thought the Athenians were frivolous, and the Athenians thought the Spartans were militant fanatics."

Activity: The Peloponnesian Wars

Say: "After the Persian Wars, the city-states of ancient Greece knew that they needed Sparta's powerful army to help them defeat their enemies on land. They also knew that they needed Athens' powerful navy to help them defeat their enemies at sea. To protect themselves, they formed the Delian League, and they continued to pour money into a treasury, to have quick access to the money they needed to go to war should the Persians come back. It was a good plan. Athens guarded the treasury. Athens only kept 1⁄60th of it to pay for storage, guards and bookkeeping. Still, even that small percentage made them rich. Sparta grew distrustful. Was Athens being honest about the money? There was so much of it, and the Athenians were so frivolous."

Transition: "One day, Athens and Sparta quarreled, as usual, about something. It was an insignificant quarrel. But this time, it started a war—one that lasted nearly 30 years."

Handout: *The Peloponnesian Wars*

Read and answer the questions.

Close Class both days by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Types of Government

Monarchy and Aristocracy

Power held in family line
Example: Sparta

Tyranny

One person rules
Example: Corinth

Oligarchy

Small group rules
Example: Sparta

Democracy

The people share power
Example: Athens

Name:
Date:
Class:
Period:

The Peloponnesian Wars

Pericles was a young and talented Athenian. He was a leader. He kept an eye on Sparta and built a wall to defend the city of Athens from attack, should one come. He also encouraged his people to build beautiful buildings on the Acropolis. He traveled to Sparta, and convinced the Spartans to grant a peace of 30 years to give everyone in the Greek world a chance to recover from the Persian Wars. That success made him famous in the ancient Greek world. Pericles was a persuasive speaker!

It was a time of great prosperity for Athens. They were loaded with wealth. They were at peace. Art, poetry, philosophy, and architecture—everything flourished. They built wonderful buildings on the Acropolis, the rocky hill overlooking Athens. They were happy.

One day, Athens and Sparta quarreled about something. It was an insignificant quarrel. But it started a war, one that lasted nearly 30 years. In the third year of the war, more than half the people died—not from fighting, but from illness. Everyone in the surrounding countryside had fled inside the city gates. The city was not prepared for that many people to live in Athens. There was not enough food. They did not have a way to safely remove waste. It was a mess. People became ill and died. One of those who died was the young leader Pericles. Things got worse after that. Athens suffered from poor leadership and a lack of food. Finally, in April, in the year 404 BCE, Athens surrendered. They were starving. The Spartans had the town surrounded. The Athenians could not get to their crops.

Despite the bitterness, the Spartans were generous. They did not level the town as Corinth and Thebes had wanted them to do. Instead, they made Athens a satellite state under a Spartan oligarchy. It was the end of democracy. Ten years later, Athens regained her independence. She regained much of her old strength. But never again was ancient Athens the golden city she once was.

Still, great thinkers and great teachers continued to live in Athens. Athens might have been rebuilt to her former glory, but time was running out for all the Greek city-states. To the north, in Macedonia, a new king would soon be born. His parents would name him Alexander. The world would call him Alexander the Great.

Questions:

1. What did Pericles do that made him famous?

2. Which two city-states wanted the Spartans to destroy Athens?

Section Eighteen:

Great Greeks

Time frame: 2 class periods (55 minutes each)

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles: None for this section**.**

Daily Questions:

- Day 1: The Peloponnesian Wars were fought between what two city-states?
- Day 2: Olympians competed in what sport at the first ancient Greek Olympics?

Open Class: **Say:** "Today, we are going to take a look at some of the people in ancient Greece who are famous because they did incredible things. These people are often referred to as the Great Greeks."

Activity: Interview a Great Greek

Students are to work in teams of two. One student will be the Great Greek to be interviewed. The other student will be a reporter for the magazine of his or her choice (teacher approved, of course).

Research first, then set up interview questions: Students will need to research both the background of their Greek and their magazine's style of interview. Students will prepare a short interview to present to the class that should bring the answers to these questions forth:

- Why is this Greek famous?
- Why is this important?
- How do you think this Greek helped shape the world?
- What is your slant? Pro or con?
- Other pertinent information you feel would be of interest

Remind students that answers to the above questions need to be brought forth, not presented. Ensure that your students don't ask frivolous questions such as: When is your birthday? Interviews should be short and concise.

We suggest the use of a good rubric for assessment based on your students' skill level. This rubric can be written by you or by your students, as a class. Students should have a copy of the assessment rubric prior to presentation.

Before interviews are presented to the class, encourage the audience (the rest of class) to take notes, and to be prepared for a pop quiz based on the information presented in the interviews.

Here are some of the more famous ancient Greeks who are remembered today.

- Archimedes
- Aristotle
- Euclid
- Euripides
- Herodotus
- Hippocrates
- Homer
- Plato
- Socrates

Activity: How well do you listen?

Once all interviews are concluded, the teacher will give students an immediate oral quiz. One question should be asked pertinent to each interview presented, so the teacher must listen carefully to create questions based on what is said. The interview team pertinent to the question may not answer. Preface each question you ask with something like this: "Sandy and Kathy (or whatever two names are pertinent), you may not answer this question." Then, ask the question. If the class is stumped, call on the pertinent interview team for the answer. If the teacher makes a mistake, and asks a question about something the interview team did not cover, simply apologize, and move on.

Close Class by reading aloud one of Aesop's fables to your students.

Section Nineteen:

Alexander the Great

Time frame: 1 class period (55 minutes)

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Overhead: *Labeled Map of Alexander the Great's Empire*
- Reproducibles:
  Alexander the Great
  Map of Alexander the Great's Empire (blank)
  Map of Alexander the Great's Empire (labeled)

Daily Question: Name the three major wars we have studied in this unit. (Trojan War, Persian Wars, Peloponnesian Wars)

Open Class: "Yesterday, we learned about some of the great Greeks and what they did to become famous."

Activity: Alexander the Great

Say: "Another great Greek, perhaps the most famous of all, was Alexander the Great."

Ask: "Why was Alexander the Great so famous? Does anyone know?"

Handout: *Alexander the Great*

Read and answer the questions.

Activity: Map Alexander the Great's Empire

- Use the blank *Map of Alexander the Great's Empire* to conduct a mapping activity of Alexander's empire, and/or

- Place the labeled *Map of Alexander the Great's Empire* on the overhead projector, and point out some or all of the countries Alexander conquered. Basically, Alexander conquered the entire known world.

  Say: "Alexander wanted to push on, past India, to seek the fabled land beyond. (China.) No one knew if a land really existed beyond India, but there were rumors, and occasionally, bolts of a strange fabric called silk. His men did not want to push on. They had conquered the entire world. They had accomplished what they set out to do. It was time to head home. For the sake of his men, Alexander agreed. He never attempted to go beyond India, although he did want to."

Activity: Empire Posters

Say: "Some people actually welcomed Alexander the Great. Egypt was glad to see him. Egypt had been conquered by the Persian Empire, and thus did not like the Persian rulers. Egypt had heard that Alexander allowed people to keep their own government and leaders. That sounded okay to Egypt. As Egypt saw it, it was a great deal like being on the same team, with Alexander the Great as the team captain.

"Alexander established his first city in Egypt. He called it Alexandria, after himself. In time, he would establish 70 cities, calling every one of them Alexandria, after himself. He was quite a character.

"Alexander the Great said one day to his advisers: 'How can we get people to join us gladly, as the Egyptians did, and avoid fighting?' His advisers thought about it for a while. Alexander said, 'One way is to invite them, and show them some good reasons to team up as an empire. What we need is a classroom of students to create posters for us, posters that we can put up in the towns and cities in advance of our arrival.'

"What can I say? When Alexander the Great asks for your help, you really feel you must give it. He did so much for the world. I must say, I did brag about my clever students."

Ask: "What would a good reason be to join the Empire? Can anyone think of one? Brainstorm some reasons and write them on the board.

"Your job is to create a poster that brings forth one good reason for you or for your country to join Alexander the Great's Empire. First, think of a good reason. You can use one of these, or think of another good reason. Then, figure out how to show that reason in a picture. Remember—lives depend on your cleverness. If you can help to encourage countries in the ancient world to gladly join the Empire, no one will have to fight."

Give your students some time. Ask if anyone would like to share his or her poster with the class. Have the class guess what good reason to join the Empire is illustrated. Good or bad, be sure and say something like, "That's a clever use. I like that."

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Alexander the Great

Alexander was born in 356 BCE. He was the son of the king of Macedonia. Macedonia was a country in the northern region of Greece. The language Alexander spoke was Greek. He was a Greek. He believed in the Greek gods. He shared a common history with the Greek city-states. But Macedonia was not a Greek city-state. It was a huge and powerful country.

As Alexander was growing up, he was taught by the famous Greek philosopher, Aristotle. He learned science and mathematics, logic and philosophy, strategy and achievement. He was taught to reason, to question, to act, and how to succeed.

When his father died, and Alexander became king, he decided to expand Macedonia into an empire. His plan was not entirely military. One of his goals was to spread Greek culture and share Greek achievements in medicine and in science. He wanted everyone to speak the same language so they could more easily share knowledge. He wanted everyone to use the same system of money, so that trade would be encouraged. Everywhere he went, he introduced Greek art and literature, science and medicine.

Since his goal was not only to unite, but also to teach, he did not destroy the people he conquered unless they fought back. He allowed conquered tribes to run their own countries as long as they accepted Greek ways. Many people, however, did not wish to be conquered. They fought back with everything they had. Those who fought back died. Alexander never lost a battle.

A Quick Glance at Alexander the Great

- Became king of Macedonia at age 20
- Marched for 11 years, covered over 20,000 miles, and never lost a battle
- United an area of over 22 million square miles
- Set up a common system of currency for the entire known world
- Made Greek the common language
- Established 70 new cities and named them all Alexandria after himself
- Spread Greek culture to the entire known world

Alexander died young. He had been boating in a marsh for fun. Shortly thereafter, he became quite ill. Some historians believe that he probably was bitten by a bug and contracted malaria. Today, doctors can treat malaria. Over 2,300 years ago, however, people did not have the medicines we have today. Weakened by fever, Alexander also contracted pneumonia. Thousands came to see him while he was ill, shortly before his death.

Thousands of books have been written about Alexander the Great. His methods of fighting and success in conquering the entire known world and spreading the literature and myths of the ancient Greeks everywhere made him famous.

Questions:

1. Name two things Alexander the Great wished to accomplish when he set out to build an empire.

   a.

   b.

2. Did he accomplish the two things you selected?

Name:
Date:
Class:
Period:

Map of the Alexander the Great's Empire

Map of Alexander the Great's Empire

Section Twenty:

Beware of Greeks Bearing Gifts

Time frame: 4–5 class periods (55 minutes each)
Content: Gifts from the Greeks

Teacher Note: Content on the Internet is in a state of constant flux. It is always a good idea to check all Web links before using them in a lesson and find new or alternate links for those that have moved or are no longer available.

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- Gift wrapped packages, each gaily gift wrapped package containing a piece of paper with one gift from the Greeks written on it. Wrap enough packages to make sure there is one package per group. Gifts from the Greeks for this section include:
    - Architecture Art
    - Inventions Philosophy
    - Theatre–Comedy and Tragedy Clothing
- Reproducibles:
  Gifts from the Greeks—Architecture
  Gifts from the Greeks—Art
  Gifts from the Greeks—Inventions
  Gifts from the Greeks—Philosophy
  Gifts from the Greeks—Theatre
  Gifts from the Greeks–Clothing

Daily Question: What is a visual aid?

No additional daily questions for this section. Instead, after day one, replace the daily question with this instruction written on the board: *Move quickly into your groups. Go to work.*

Open Class: "Let's answer the daily question. What is a visual aid?" (Get some answers.)

Direct students to move into their groups.

Activity: Gifts from the Greeks

Hand out to each group one gaily-wrapped box or colored envelopes or anything that suggests a gift. Prior to wrapping, in each box, place one of the Gifts from the Greeks handouts. Use the following handouts: Gifts from the Greeks: Architecture, Art, Inventions, Philosophy, Theatre, and if you have a sixth group, Clothing.

- Direct groups to open their gifts.

- **Ask:** "Gifts from the Greeks—what does that expression mean?" (Get some answers.)

- **Say:** "The Greeks gave us so many gifts—Trial by Jury, Democracy, the Alphabet, Epic Poetry (Homer), what else?" (Get some answers: heroes, fables, the alphabet, language, myths, legends)

- **Say:** "How about expressions? The Greeks gave us some wonderful expressions. What is the expression 'Beware of Greeks bearing gifts' based on?" (The Trojan horse.) "Those are some of the gifts we have already studied. There are more. Each group has been handed another gift from the Greeks."

- Review with the class the general lesson instructions with your class. Point out that each group also has specific instructions pertinent to their "gift." Let them know that each group has a different assigned gift.

General Lesson Instructions:

Using materials already presented, and the Internet and/or library for research, each group will prepare a short lesson that they will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are they teaching the class?

2. Background Material—Information they gathered during their search. This may require the class to take notes if appropriate.

3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation or any other approved visual aid.

4. A Reinforcing Activity—Questions to answer, a crossword puzzle of their own making, a physical activity such as a skit or play.

Get them working. **Say:** "Tomorrow, we will be going to the computer lab so that you can research your gift. The following day, you will have one class period (in addition to today), to prepare your lesson. The day after that, you will present your lesson. That does not give you very much time. I suggest you get to work."

Teacher Note: If needed, the teacher, per the request of the group, should make copies of this activity so that one copy may be given to each student in the class. Crossword puzzles can be done on the overhead as a class activity. Still, an overhead needs to be created in advance. Help your students understand what is needed to be prepared.

Day #2: Computer Lab or Library Research Day.

If you use the computer lab, see handouts entitled Gifts from the Greeks. If you use the library, hand out the instruction portion at the top of each handout.

Day #3: Final Group Preparation for Presentations

Days #4/5: Presentations

Close Class by reading aloud one of Aesop's fables to your students.

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Architecture

Using materials already presented, your textbook, the Internet, and/or library for research, prepare a short lesson that your group will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are you teaching the class?
2. Background Material—Information you have gathered during your search. You may require the class to take notes if appropriate.
3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation, pictures, posters, or any other approved visual aid.
4. A Reinforcing Activity—Questions to answer, a crossword puzzle of your own making, an activity such as a skit or play.

Your Instructions:

Your report must include the following:

- 3 types of Greek columns
- 3 examples of ancient Greek buildings, one of which must be the Parthenon
- 3 examples of Greek architectural style (use of columns especially) built into the design of famous buildings today, two of which must be The White House (USA) and Buckingham Palace (England)

These links will help you with your assignment:

- http://mms-maharmiddleschoolgrade7.wikispaces.com/file/view/Golden+Age+of+Athens.pdf (Scroll down to the second page.)
- http://www.bc.edu/bc_org/avp/cas/fnart/arch/greek_arch.html
- http://www.carlos.emory.edu/ODYSSEY/GREECE/welcome.html
- http://www.stoa.org/athens/sites/acropolis.html
- http://campus.lakeforest.edu/academics/greece/AcropTour.html
- http://www.munsteres.ocdsb.ca/Ancient%20Greece/greek_parthenon.htm

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Art

Using materials already presented, your textbook, the Internet, and/or library for research, prepare a short lesson that your group will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are you teaching the class?
2. Background Material—Information you have gathered during your search. You may require the class to take notes if appropriate.
3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation, pictures, posters, or any other approved visual aid.
4. A Reinforcing Activity—Questions to answer, a crossword puzzle of your own making, an activity such as a skit or play.

Your Instructions:

We have already discussed in class the wonderful art found on ancient Greek vases. You may and probably should mention this art form in your lesson as review. However, your lesson must focus on other art forms such as murals and statues. Visual examples must be selected as appropriate for the classroom.

These links will help you with your assignment:

- http://atschool.eduweb.co.uk/sirrobhitch.suffolk/portland%20state%20university%20greek%20civilization%20home%20page%20v2/docs/2/marcel.htm
- http://www.historyforkids.org/learn/greeks/art/greekart.htm
- http://www.historylink101.com/lessons/art_history_lessons/greek_art.htm

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Clothing

Using materials already presented, your textbook, the Internet, and/or library for research, prepare a short lesson that your group will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are you teaching the class?
2. Background Material—Information you have gathered during your search. You may require the class to take notes if appropriate.
3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation, pictures, posters, or any other approved visual aid.
4. A Reinforcing Activity—Questions to answer, a crossword puzzle of your own making, an activity such as a skit or play.

Your Instructions:

Your lesson must include pictures of ancient Greek clothing, so that all students will have a better understanding of the clothing of this time period. Also describe the materials they used to make clothing. Select examples that are appropriate for the classroom.

These links will help you with your assignment:

- http://oldintranet.puhinui.school.nz/Topics/AncientCivs/AncCivs2/ODYSSEY/GREECE/dailywear.html
- http://as-houston.ad.uky.edu/archive/Classics/agfc-moyrsmith.html
- http://www.historyforkids.org/learn/greeks/clothing/

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Inventions

Using materials already presented, your textbook, the Internet, and/or library for research, prepare a short lesson that your group will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are you teaching the class?
2. Background Material—Information you have gathered during your search. You may require the class to take notes if appropriate.
3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation, pictures, posters, or any other approved visual aid.
4. A Reinforcing Activity—Questions to answer, a crossword puzzle of your own making, an activity such as a skit or play.

Your Instructions:

We know the ancient Greeks invented the alphabet, and a hat with chinstraps. What else did they invent? Your lesson must include a brief description of three additional ancient Greek inventions, one of which must be latitude and longitude.

These links will help you with your assignment:

- http://web.archive.org/web/20040307205823/http://www.ehs.pvt.k12.ca.us/projects/9899/AC/Greece/ACMike
- http://www.historyforkids.org/learn/greeks/science/index.htm

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Philosophy

Using materials already presented, your textbook, the Internet, and/or library for research, prepare a short lesson that your group will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are you teaching the class?
2. Background Material—Information you have gathered during your search. You may require the class to take notes if appropriate.
3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation, pictures, posters, or any other approved visual aid.
4. A Reinforcing Activity—Questions to answer, a crossword puzzle of your own making, an activity such as a skit or play.

Your Instructions:

We have already learned about the philosophy of the great teacher Socrates, whose philosophy was: "Question everything!" Your lesson must include:

- A quick definition of philosophy. What is philosophy?
- A quick look at three different ancient Greek philosophers, two of which must be Plato and Aristotle. You may choose whomever you wish as your third philosopher, but you might wish to select Euclides. (He was quite a character, and very famous.)

These links will help you with your assignment:

- http://www.iep.utm.edu/euclides/
- http://www.historyforkids.org/learn/greeks/philosophy/index.htm
- http://webspace.ship.edu/cgboer/athenians.html

Name:
Date:
Class:
Period:

Gifts from the Greeks—Greek Theater

Comedy and Tragedy

Using materials already presented, your textbook, the Internet, and/or library for research, prepare a short lesson that your group will give the rest of the class. Lessons should be no more than 10 minutes.

Each lesson will consist of the following:

1. An Introduction—What are you teaching the class?
2. Background Material—Information you have gathered during your search. You may require the class to take notes if appropriate.
3. Visual Aids—This may be a chart for the overhead, a slide show, power point presentation, pictures, posters, or any other approved visual aid.
4. A Reinforcing Activity—Questions to answer, a crossword puzzle of your own making, an activity such as a skit or play.

Your Instructions:

You may choose to describe the theatres, talk about people who wrote plays, present the etiquette expected from the audience at plays, or any combination of these three things. Remember, you only have 6 to 10 minutes to present your lesson. This is a BIG category, so stay focused.

These links will help you with your assignment:

- http://web.archive.org/web/20040311091010/http://www.ehs.pvt.k12.ca.us/projects/9899/AC/greece/ACRachel
- http://www.teachingideas.co.uk/history/files/greektheatre.pdf

Section Twenty-One:

Final Activity

Time frame: 1–2 class periods (55 minutes)
Hercules (Disney movie)

Preparation:

- Daily Question. Use overhead projector or write question on the board.
- DVD player. DVD of the Disney movie *Hercules*
- Reproducibles: None for this activity

Daily Question: What is a hero?

Open Class: "If there was one word that might sum up ancient Greece, what do you think that word might be?" (Heroes)

Say: "Hercules is probably the ancient Greeks favorite mythical hero. Hercules was half-man, half-god. His mother was a mortal and his father was the king of all gods: the mighty Zeus.

"As always, Hera, Zeus's wife, was furious when she heard what Zeus had done now. She sent witches to kill the baby before he was born, but it didn't work. Zeus's mom gave birth to two healthy babies—twin boys. The father of one of the boys was her husband. The father of the other was Zeus.

"When Hera heard that her plan had not worked, she sent two giant snakes to kill the boys. That plan didn't work either. Hercules was not even one day old, but he killed the snakes anyway with his bare hands. Fortunately, Hera was busy doing something else at the time, and she forgot about Hercules for a while.

"Hercules had a very happy childhood. He loved his adopted dad, who treated him just like his own son, and he loved his mom and his brother. Both boys learned to wrestle, shoot a bow, fence, and drive a chariot. Both boys grew into wonderful young men. The only trouble was that Hercules kept growing. When he got to be about seven or eight feet tall, it was hard to overlook him. He grew so big and so strong that, one day, the gods noticed him. That's when all the trouble started."

Activity: Show the Disney movie *Hercules*

Note to teachers: You probably won't finish the movie in one class period. Finish the movie the next day, and then direct your students to tidy the room in preparation for the next unit—ancient Rome. Close day two as usual, with one of Aesop's fables.

Section Twenty-Two:

Ancient Greece: Lesson for a Substitute Teacher

Time Frame: 1 class period

Preparation:

- Copies of handout, *Make a Myth*

Open Class: Introduce yourself, and let them know their teacher will be back tomorrow.
Say: "Today, we have something interesting planned for you."

Group Activity: 40–45 minutes

Goal: Have a hero with a task encounter difficulties and win with the help of someone, something, or the gods.

Ask: "What do you need to write a myth?" Get some answers. Anytime they say any of the following four (hero, a task, a difficulty, some help) write them down. You may have to suggest some of them. As you write them down, leave spaces, so that this is the order they see on the board when all four ingredients have been volunteered, or suggested by you:

- Hero
- A Task
- A Difficulty (or two) Some help

Say: "Please move into your groups."

Hand out to each group a copy of: *Make a Myth*

Say: "Using the information on this sheet, what I want you to do is to write a myth. Make sure your myth includes all four of these ingredients." (Point to the list on the board.)

- Give groups time to create their myth
- Once all stories are written, **say:** "Who would like to share their myth with the class first?" (If no group volunteers, point at one and say—"You.") Collect all myths and save for the teacher.

Activity: If time permits (remainder of class period)

Direct students to return to their desks. Have students create opening sentences for new myths using words from the Word Wall. (The Word Wall is a bulletin board in the classroom entitled Word Wall.) Walk around the room. Check to see what they have written. Immediately share some with the class to encourage everyone to be creative. Compliment the individual. (That's great! That's a good one. Clever) and keep going.

Close Class: If one of Aesop's fables has been left for you, announce that now you are going to read one. (Each day of the ancient Greek unit closes with a fable, so students are used to this.) Read the fable. Ask if anyone can guess the moral of the story. Accept any answer(s) that makes any sense.

Then Say: "That's all the time we have today. Great stories everyone. I really enjoyed them! And your teacher will see you tomorrow!"

Name:
Date:
Class:
Period:

Make a Myth

Have a hero with a task encounter difficulties and win with the help of someone, something, or the gods.

Creatures: Mythical Beings	**Heroes**	**Tasks**
• PAN—half-man, half-goat, and the god of all nature • CENTAUR—half-man, half-horse • PEGASUS—the winged horse • CERBERUS—the three-headed dog that guards the doorway to the underworld • SCYLLA—a sea monster that lived underneath a dangerous rock. When she could, she would eat people who were sailing home to Greece. She could bark like a dog. • One of your own creation	• Jason • Hercules • Theseus • Achilles • Odysseus • One of your own creation	• Rescue • Invent • Recover • Hide • Find • Return • One of your own creation