

The Ancient Greek Civilization

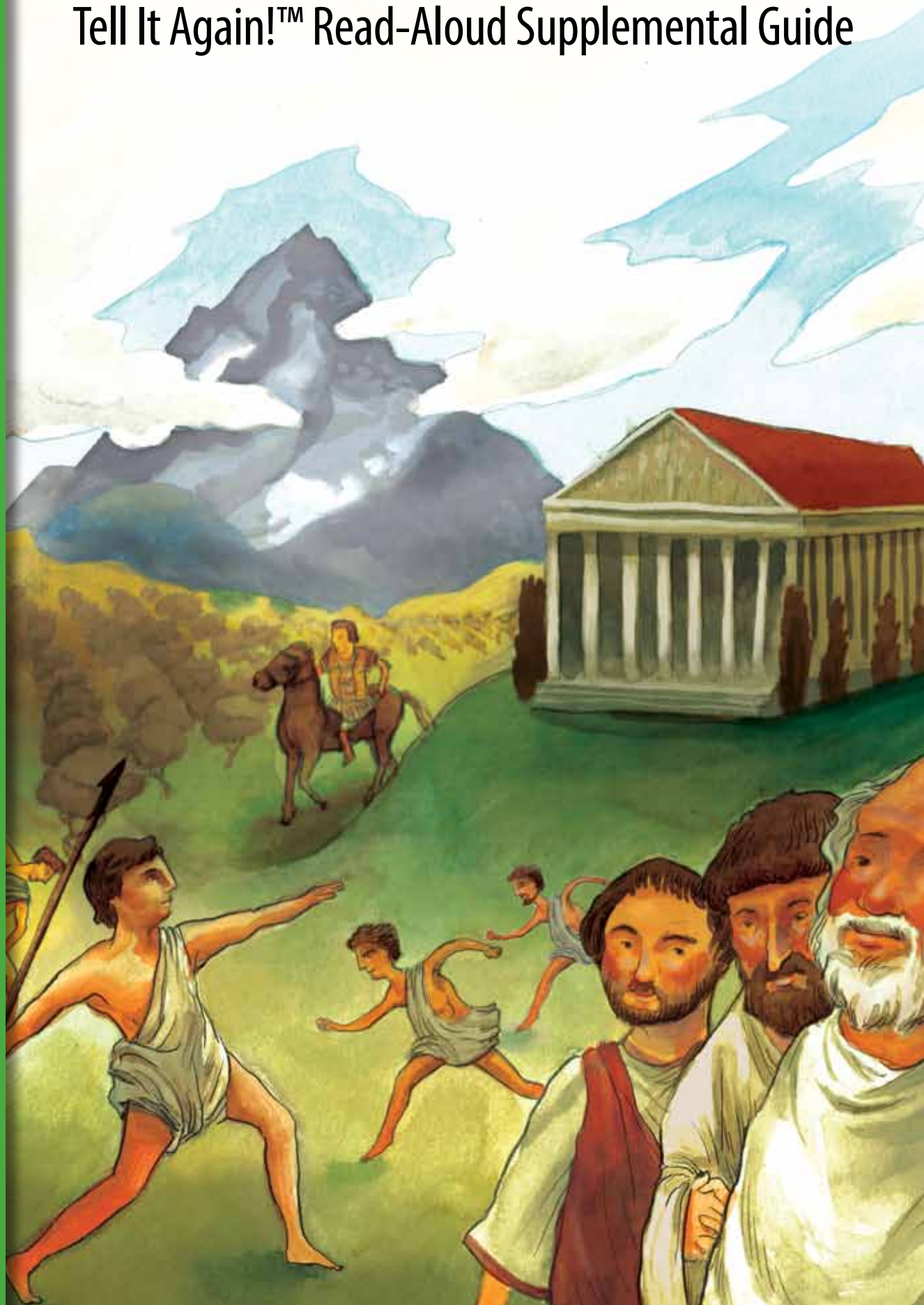
Tell It Again!™ Read-Aloud Supplemental Guide

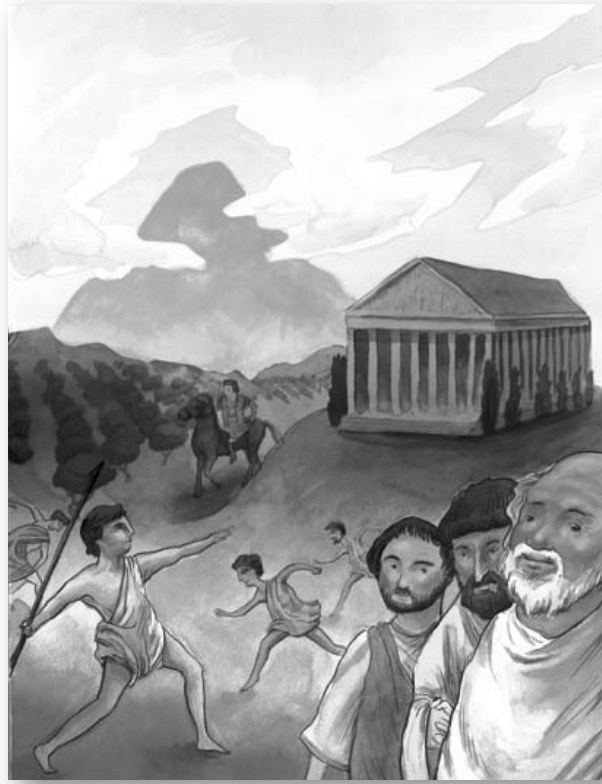
Core Knowledge Language Arts® • Listening & Learning™ Strand



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GRADE 2





The Ancient Greek Civilization

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 2

Core Knowledge Language Arts®



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Preface to the Supplemental Guide

The Ancient Greek Civilization

The *Supplemental Guide* is designed as a companion to the series of *Tell It Again! Read-Aloud Anthologies*, of which there is one per domain. This introduction to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by teachers to fit the unique circumstances and specific needs of other classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities are included in the lessons, as are graphic organizers, to assist students with learning the content presented in the lessons.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language and engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations where students can engage in meaningful, collaborative discussions with their teacher and peers is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image, without fumbling through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next :

- Number the Flip Book thumbnails in each read-aloud lesson of the Supplemental Guide. Place correspondingly numbered sticky notes, staggered, and in the order Flip Book images will be shown, projecting from the side of the Flip Book (i.e., if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book).
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the Supplemental Guide (e.g. 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible on the sides.
- If you need to show images from two separate, non-consecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity word(s) have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *art*, *science*, and *solider*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *permanently*, *compete*, and *method*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *architecture*, *democracy*, and *military*.

English Language Learners and students with limited oral language skills do not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to these students' successful mastery of content (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, 32–35).

In addition, the Vocabulary Chart shows whether the chosen words are vital to understanding the lesson (labeled *Understanding*), have multiple meanings or senses (labeled *Multiple Meaning*), are clusters of words that often appear together (labeled as *Phrases*), or have a Spanish word that sounds similar and has a similar meaning (labeled as *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade-levels and content areas. Teachers should be aware

of these words and model the use of these words as much as possible before, during, and after each individual lesson, as well as to connect lessons. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These words are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their group of students.

Supplemental Guide Activities

For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary and the English language. The icon, ↔, appears in the *Tell It Again! Read-Aloud Anthology* to indicate that there is a Multiple Meaning Word Activity, Syntactic Awareness Activity, or Vocabulary Instructional Activity from the *Supplemental Guide*.

These three types of activities are integrated into the lessons of the *Supplemental Guide* to create a purposeful and systematic setting for English language learning. Read-alouds of stories and nonfiction texts build on previously taught vocabulary and ideas, so each text bootstraps the language and knowledge needed for the next more complex text within and across domains. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of words and a realization that many content words (i.e., nouns, verbs, adjectives, adverbs) have multiple meanings associated with them. Students with strong oral language may be able to navigate through different meanings of words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call

students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students would not be expected to read or write lengthy sentences but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, word order and interrelations between words, and grammar in order to construct and analyze sentences. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and aid in deepening their knowledge of academic words and their connections to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension as it encompasses all the words students must know to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

A main purpose of the *Supplemental Guide* is to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthologies* and to grant ELLs access to the core content presented in the *Anthologies*.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a simple chart showing the basic stages of second language acquisition, proper expectations for student behavior and performance, and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in non-verbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me...", "Circle the...") • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers (e.g., "er" and "um" when speaking) • Includes frequent long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students' responses • Use small group activities • Use charades and linguistic guessing games • Use role playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions, • Either/or questions, • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers (e.g., “um” and “like”) when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>How</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language, for example, by using metaphors and idioms • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities are included in the lessons, as are graphic organizers to assist students with learning the content presented in the lessons.

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates and level of thinking (Stahl 1994).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and re-direction to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit

directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small group instruction, individual seatwork, collaborative learning, and hands-on instruction). Make sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies.** These are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial Organizers.** These assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer Mediation.** Peer tutoring and cooperative learning groups can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-On Learning.** Hands-on activities offer students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction.** This instructional approach uses clear and direct teaching using small steps, guided and independent practice, using explicit feedback.
- **Visual Strategies.** Visuals represent content in a concrete manner to increase focus, communication, and expression (e.g., picture/written schedules, storymaps, task analyses, etc. (Rao and Gagie 2006).

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4. Hirsch, Jr., E. D. and Alice K. Wiggins. 2009. *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation.
5. National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers.
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Alignment Chart

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

Alignment Chart for The Ancient Greek Civilization

Lesson

	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Identify the area of ancient Greece on a map	✓	✓	✓	✓	✓			✓	
Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map	✓								
Describe the terrain of ancient Greece	✓								
Define the term <i>civilization</i>	✓	✓		✓		✓	✓		✓
Define the term <i>city-state</i>	✓		✓	✓					
Identify ancient Greece as the site of the original Olympic Games		✓							
Describe the Olympic Games of ancient Greece		✓							
Describe how the contributions of the ancient Greek civilization have influenced the present		✓		✓	✓	✓	✓		
Describe the city-state Sparta			✓						
Describe the city-state Athens				✓					
Define the term <i>democracy</i>				✓					
Identify Athens as the birthplace of democracy				✓					
Compare/contrast life in Sparta and Athens				✓					
Explain the significance of the battles of Marathon and Thermopylae					✓	✓			
Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece							✓		
Describe the accomplishments of Alexander the Great								✓	✓

**Alignment Chart for
The Ancient Greek Civilization**

Lesson

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Reading Standards for Literature: Grade 2

Craft and Structure

STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	✓							

Reading Standards for Informational Text: Grade 2

Key Ideas and Details

STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud								
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships								
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								
CKLA Goal(s)	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text								
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.								
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud		✓			✓	✓	✓	

Craft and Structure

STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.								
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions								
STD RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.								
CKLA Goal(s)	Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe								

**Alignment Chart for
The Ancient Greek Civilization**

Lesson

		1	2	3	4	5	6	7	8	9
Integration of Knowledge and Ideas										
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.									
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud					✓				
STD RI.2.8	Describe how reasons support specific points the author makes in a text.									
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud					✓				
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓	✓	✓	✓	✓		✓		
Range of Reading and Level of Text Complexity										
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4					✓				
Writing Standards: Grade 2										
Text Types and Purposes										
STD W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.									
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure					✓		✓		✓
Production and Distribution of Writing										
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.									
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing									✓


**Alignment Chart for
The Ancient Greek Civilization**

Lesson

		1	2	3	4	5	6	7	8	9
Research to Build and Present Knowledge										
STD W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)		✓							
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓		✓		✓	✓		✓
Speaking and Listening Standards: Grade 2										
Comprehension and Collaboration										
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)									
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age		✓	✓				✓		
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud									
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information or deepen understanding of a topic or issue	✓					✓	✓		✓



**Alignment Chart for
The Ancient Greek Civilization**

Lesson

Alignment Chart for The Ancient Greek Civilization		1	2	3	4	5	6	7	8	9
Presentation of Knowledge and Ideas										
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.									
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	✓	✓				✓	✓		✓
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓			✓					✓
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification									
Language Standards: Grade 2										
Conventions of Standard English										
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).									
CKLA Goal(s)	Use both regular and irregular past, present, and future tense verbs orally and in own writing						✓			
STD L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.									
CKLA Goal(s)	Use adjectives and adverbs appropriately orally and in own writing	✓							✓	
STD L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).									
CKLA Goal(s)	Use and expand complete simple and compound sentences orally and in own writing	✓	✓	✓				✓	✓	
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.									
STD L.2.2a	Capitalize holidays, product names, and geographic names.									
CKLA Goal(s)	Capitalize holidays, product names, and geographic names	✓		✓	✓				✓	✓

**Alignment Chart for
The Ancient Greek Civilization**

Lesson

		1	2	3	4	5	6	7	8	9
Vocabulary Acquisition and Use										
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.									
STD L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.									
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase	✓	✓	✓			✓	✓	✓	
STD L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).									
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓								✓
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).									
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions									✓
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.									
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)									
	Provide synonyms and antonyms of selected core vocabulary words			✓			✓			
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).									
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).						✓			
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases	✓	✓		✓			✓	✓	✓
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)									



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



The Ancient Greek Civilization

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching *The Ancient Greek Civilization* domain. The *Supplemental Guide* for *The Ancient Greek Civilization* contains nine lessons. Six lessons (Lessons 3–6, 8, and 9) are one instructional day, and three lessons (Lessons 1, 2, and 7) are two instructional days.

Lesson Structure

Instructional Day 1 for Lessons 1–2 and 7

On the first instructional day Parts A and B of the lesson (60 minutes total) are to be covered at different intervals during the day. Part A (40 minutes) includes:

- *Introducing the Lesson*
- *Presenting the Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part A can be divided into two sessions with 15 minutes for *Introducing the Read-Aloud* up to *Purpose for Listening* and 25 minutes for *Purpose for Listening*, *Presenting the Read-Aloud* and *Discussing the Read-Aloud*.

Later in the day, Part B (20 minutes) will be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students'

general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an *End-of-Lesson Check-In*; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment; moreover, the teacher can gauge which students may be in need of additional language or content support.

Instructional Day 2 for Lessons 1–2 and 7

On the second instructional day, Parts C and D of the lesson (60 minutes total) are to be covered at different intervals during the day. Part C (40 minutes) includes:

- *Reviewing the Read-Aloud*
- *Presenting the Interactive Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part C can be divided into two sessions with 10 minutes for *Reviewing the Read-Aloud* up to *Purpose for Listening* and 30 minutes for *Purpose for Listening*, *Presenting the Interactive Read-Aloud*, and *Discussing the Read-Aloud*.

Later in the day, Part D (20 minutes) will be covered and may include the extension activities of the related lesson in the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization*.

Single Instructional Day Lessons

For Lessons 3–6 and 8–9, Parts A and B of the lesson (60 minutes total) are to be covered at different intervals during the day. Part A (40 minutes) includes:

- *Introducing the Lesson*
- *Presenting the Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part A can be divided into two sessions with 15 minutes for *Introducing the Read-Aloud* up to *Purpose for Listening* and 25 minutes for *Purpose for Listening*, *Presenting the Read-Aloud*, and *Discussing the Read-Aloud*.

Later in the day, Part B (20 minutes) will be covered and includes either activities unique to the *Supplemental Guide* or lesson related activities.

This domain contains a Pausing Point after Lesson 4, after two popular city-states of ancient Greece, Sparta and Athens, have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than sixteen days total on this domain.**

Week One: Read-Aloud Anthology				
Day 1 #	Day 2 #	Day 3	Day 4	Day 5
Lesson 1A: “The Ancient Greeks” (40 min.)	Lesson 2A: “Mount Olympus, Part I” (40 min.)	Lesson 3A: “Mount Olympus, Part II” (40 min.)	Lesson 4A: “The Olympic Games” (40 min.)	Lesson 5A: “All for Sparta” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.
Week One: Supplemental Guide				
Day 1 #⑩	Day 2 #⑩	Day 3 #⑩	Day 4 #	Day 5 ⑩
Lesson 1A: “The Ancient Greeks” (Day 1 of 2) (40 min.)	Lesson 1C: “The Ancient Greeks” (Day 2 of 2) (40 min.)	Lesson 2A: “The Olympic Games” (Day 1 of 2) (40 min.)	Lesson 2C: “The Olympic Games” (Day 2 of 2) (40 min.)	Lesson 3A: “Sparta” (40 min.)
Lesson 1B: SG Activities (20 min.)	Lesson 1D: Extensions (20 min.)	Lesson 3B: SG Activities (20 min.)	Lesson 2D: Extensions (20 min.)	Lesson 3B: SG Activities (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two: Read-Aloud Anthology				
Day 6	Day 7	Day 8 #⑩	Day 9 #	Day 10
Lesson 6A: “Athens and the Olive Tree” (40 min.)	Lesson 7A: “Athens: The Birthplace of Democracy” (40 min.)	Pausing Point (60 min.)	Lesson 8A: “Marathon” (40 min.)	Lesson 9A: “Thermopylae: The Persians Strike Again” (40 min.)
Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.
Week Two: Supplemental Guide				
Day 6 #⑩	Day 7 #⑩	Day 8	Day 9 #⑩	Day 10 ⑩
Lesson 4A: “Athens” (40 min.)	Pausing Point (60 min.)	Lesson 5A: “The Persian Wars, Part I” (40 min.)	Lesson 6A: “The Persian Wars, Part II” (40 min.)	Lesson 7A: “The Great Philosophers of Greece” (Day 1 of 2) (40 min.)
Lesson 4B: Extensions (20 min.)		Lesson 5B: Extensions (20 min.)	Lesson 6B: SG Activities (20 min.)	Lesson 7B: SG Activities (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three: Read-Aloud Anthology				
Day 11	Day 12	Day 13 #	Day 14 #	Day 15 ⑩
Lesson 10A: “The Great Thinkers of Greece” (40 min.)	Lesson 11A: “Alexander the Great, Part I” (40 min.)	Lesson 12A: “Alexander the Great, Part II” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)	Lesson 12B: Extensions (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.
Week Three: Supplemental Guide				
Day 11 #	Day 12 #⑩	Day 13 #	Day 14	Day 15 ⑩
Lesson 7C: “The Great Philosophers of Greece” (Day 2 of 2) (40 min.)	Lesson 8A: “Alexander the Great, Part I” (40 min.)	Lesson 9A: “Alexander the Great, Part II” (optional) (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)
Lesson 7D: Extensions (20 min.)	Lesson 8B: SG Activities (20 min.)	Lesson 9B: Extensions (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four	
Day 16 #	
Culminating Activities (60 min.)	
60 min.	

⑩ Lessons include Student Performance Task Assessments

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

Note: Use this chart to see how lessons in the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization* correlate with the lessons in the *Supplemental Guide*.

Lesson Match-Up for The Ancient Greek Civilization	
Read-Aloud Anthology	Supplemental Guide
Lesson 1: The Ancient Greeks	Lesson 1: The Ancient Greeks
Lesson 2: Mount Olympus, Part I	Pausing Point
Lesson 3: Mount Olympus, Part II	Pausing Point
Lesson 4: The Olympic Games	Lesson 2: The Olympic Games
Lesson 5: All for Sparta	Lesson 3: Sparta
Lesson 6: Athens and the Olive Tree	Pausing Point
Lesson 7: Athens: The Birthplace of Democracy	Lesson 4: Athens
Lesson 8: Marathon	Lesson 5: Battle of Marathon
Lesson 9: Thermopylae: The Persians Strike Again	Lesson 6: Battle of Thermopylae
Lesson 10: The Great Thinkers of Greece	Lesson 7: The Great Philosophers of Greece
Lesson 11: Alexander the Great, Part I	Lesson 8: Alexander the Great, Part I
Lesson 12: Alexander the Great, Part II	Lesson 9: Alexander the Great, Part II

Lesson Implementation

Instructional Shift

It is important to note a major instructional shift between Part A and Part C, especially in *Presenting the Read-Aloud*. In Part A, the teacher takes on the central role as the guide—or the “ideal reader”—to lead discussion and model proper language use, whereas in Part C the teacher serves as a guide to facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs *prior to* beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another. In addition, there are various opportunities where students of the same home language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers

Several different organizers and domain-wide activities are included to aid students in their learning of the content in *The Ancient Greek Civilization* domain.

- *Map of Ancient Greece* (Instructional Master 1C-1) can be used to orient students to the geography of ancient Greece as well as introduce students to the various places and city-states they will hear about in the read-alouds.
- *The Ancient Greek Civilization Chart* (Instructional Master 1C-2) can be used to help students follow along with the class *Ancient Greek Civilization Chart*. This chart will remind students about the important components of a civilization and gives students a way to recall what they have learned from the read-alouds. Students may cut and paste

pictures from the image sheet (Instructional Master 1C-3) or draw or write in the boxes on their chart.

- Songs and Chants (Instructional Master 1D-1) can be used to help students learn and remember the names and powers of the twelve gods and goddesses of Mount Olympus. The song is to be sung to the tune of “Farmer in the Dell.” You may wish to keep this song for the next domain—*Greek Myths*.
- Narrative Paragraph—Draft (Instructional Master 7D-1) can be used to help students visually break down the basic parts of a paragraph.
- Map of Alexander the Great’s Empire (Instructional Master 8A-1) can be used to show students how large his empire was and to help students follow along with the read-alouds on Alexander the Great.

Anchor Focus in The Ancient Greek Civilization

This chart highlights several Common Core State Standards addressed in this domain. This chart also provides the relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of focus
Writing	W.2.3 W.2.5	Writing and editing a class narrative: <i>paragraph, narrative, character, setting, plot, brainstorm, draft, edit, topic sentence, supporting details, concluding sentence</i>
Speaking and Listening	SL.2.1b	Linking comments to the remarks of others: <i>I agree; I think the same way; I have a similar idea; I disagree; I have a different idea; What you said made me think of . . .</i>
	SL.2.3	Ask and answer questions about what a speaker says: <i>I have a question about . . . ; What did you mean when you said . . . ; Can you tell me more about . . .</i>
Language	L.2.1d	Form and use the past tense of frequently occurring irregular verbs
	L.2.2a	Capitalize geographic names

Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *The Ancient Greek Civilization*
- *Tell It Again! Image Cards* for *The Ancient Greek Civilization*
- *Tell It Again! Multiple Meaning Word Posters* for *The Ancient Greek Civilization*
- *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization* for reference

Recommended Resource:

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

Why The Ancient Greek Civilization Is Important

This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.

The content in this domain is reinforced through the historical fiction writing genre.

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

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

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

Kings and Queens (Kindergarten)

- Describe what a king or queen does
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of that person
- Explain that kings usually possess gold and other treasures
- Describe the behaviors that reinforce that kings and queens are royal
- Discuss the difference between valuing relationships with people and valuing wealth

Early World Civilizations (Grade 1)

- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- Explain why rules and laws are important to the development of a civilization
- Explain how a leader is important to the development of a civilization
- Discuss how a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa
- Describe key components of a civilization

- Identify and describe the significance of structures built in Mesopotamia and ancient Egypt
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Identify Judaism, Christianity, and Islam as major monotheistic world religions

Early American Civilizations (Grade 1)

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

Core Vocabulary for The Ancient Greek Civilization

The following list contains the core vocabulary words in *The Ancient Greek Civilization* in the form in which they appear in the read-alouds. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

boundaries
contributions
independently
rugged
unique

Lesson 2

compete
determination
grand
sacred
victory

Lesson 3

conquest
council
discomfort
permanently
self-discipline

Lesson 4

achieve
architecture
assembly
debated
democracy

Lesson 5

avoid
marathon
mercy
purposely
tribute

Lesson 6

channel
defeating
deserted
fate
prefer

Lesson 7

affection
astonishing
marvelous
philosopher
proof

Lesson 8

ambitious
devoted
retreat
tame

Lesson 9

attention
flung
invader
proclaimed

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for The Ancient Greeks			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	city-state civilization Crete Greece Greek seafarer	ancient <i>area</i> boundaries community contributions independently* similar/different Unlike unique*	emergency farmer island shepherd
Multiple meaning	<u>rugged</u>		
Phrases	Aegean Sea ancient Greek civilization Black Sea Mediterranean Sea		
Cognates	ciudad-estado civilización Creta Grecia griego civilización Griega antigua	antigua <i>area</i> comunidad contribución independientemente* diferente único(a)*	emergencia isleño

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGraw-Hill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

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

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

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

also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

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

Student Performance Task Assessments

In the *Supplemental Guide* for *The Ancient Greek Civilization*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: 10 There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Supplemental Guide* for *The Ancient Greek Civilization*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled "Above and Beyond" and are identified with this icon: ↗.

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities and are identified with this icon: D. These activities afford all students additional opportunities

to acquire a richer understanding of the English language. In addition several multiple-meaning words in the read-alouds are underlined with accompanying sidebars explaining some of the more common alternate meanings of these words.

Recommended Resources for The Ancient Greek Civilization

Trade Books

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

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

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

Websites and Other Resources

Student Resources

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

Teacher Resources

4. Battle of Marathon
<http://bit.ly/XnCFGV>
5. Sparta
<http://bit.ly/ZEI2Tk>



The Ancient Greeks

1

✓ Lesson Objectives

Core Content Objectives

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

Language Arts Objectives

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

Students will:

- ✓ Learn a song and chant to help them remember the names of the gods and goddesses on Mount Olympus (RL.2.4)
- ✓ Compare and contrast, orally and in writing, ways the ancient Greek civilization is similar to other ancient civilizations (RI.2.9)
- ✓ With assistance, categorize and organize facts and information from “The Ancient Greeks” onto the Ancient Greek Civilization Chart (W.2.8)
- ✓ Ask and answer questions to gather more information about student drawings of the read-aloud (SL.2.3)
- ✓ Recount one fact from “The Ancient Greeks” with relevant details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Add drawings to recount details and ideas from “The Ancient Greeks” to clarify ideas, thoughts, and feelings about the content of the read-aloud (SL.2.5)

- ✓ Use adjectives to add detail and depth to sentences created orally in shared language exercises (L.2.1e)
- ✓ Produce complete and detailed sentences in shared language activities through adding adjectives to noun phrases (L.2.1f)
- ✓ Capitalize geographic names, such as *Crete* (L.2.2a)
- ✓ Use sentence-level context as a clue to the meaning of *rugged* (L.2.4a)
- ✓ Use word parts such as *uni-* in *unique* and *in-* in *independent* to determine meanings of unknown words (L.2.4b)
- ✓ Identify real-life connections between words—*area*, *contributions*, *rugged*, *unique*, and *independent*—and their use (L.2.5a)
- ✓ Learn the meaning of common sayings and phrases, such as “mind your own business” (L.2.6)

Core Vocabulary

boundaries, *n.* Edges; real or imaginary lines or markings that indicate an order or limit

Example: Our mom warned us that if we left the boundaries of the yard, we would not be allowed to play outside anymore.

Variation(s): boundary

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

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

Variation(s): contribution

independently, *adv.* On your own; free from the control of other people or things

Example: As you grow older, you learn to do more things independently, like reading a book by yourself.

Variation(s): none

rugged, *adj.* Rough; uneven

Example: Jim and his father were exhausted after hiking up the rugged and rocky mountain trail.

Variation(s): none

unique, *adj.* Special; the only one of its kind

Example: My aunt has a unique collection of little spoons from around the world.

Variation(s): none

Vocabulary Chart for The Ancient Greeks			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	city-state civilization Crete Greece Greek seafarer	ancient <i>area</i> boundaries community contributions independently* similar/different Unlike unique*	emergency farmer island north/south/east/ west shepherd
Multiple meaning	<u>rugged</u>		
Phrases	Aegean Sea ancient Greek civilization Black Sea Mediterranean Sea		
Cognates	ciudad-estado civilización Creta Grecia griego civilización Griega antigua	antigua <i>area</i> comunidad contribución independientemente* diferente único(a)*	emergencia isleño norte/sur/este/ oeste

Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-1: Map of ancient Greece
2. 1A-5: Kings from ancient civilizations (clockwise from top left: Mesopotamian, Egyptian, Inca, Aztec)
3. 1A-4: Mountains and valley
4. 1A-2: Rugged Greek landscape with olive tree
5. 1A-3: Fishing boat and harbor
6. 1A-5: Kings from ancient civilizations



The Ancient Greeks

1A
Day 1 or 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	chart paper, markers	15
	Where Are We?	Poster 1 (Map of Ancient Greece); world map or globe	
	Vocabulary Preview: Area, Contribution	world map	
	Purpose for Listening		
Presenting the Read-Aloud	The Ancient Greeks	Poster 1; world map or globe	15
Discussing the Read-Aloud	Comprehension Questions	Poster 1	10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Rugged	Poster 1M (Rugged)	20
	Syntactic Awareness Activity: Sentence Completion	chart paper, markers	
	Vocabulary Instructional Activity: Unique	pictures of words that begin with prefix <i>uni-</i>	
	End-of-Lesson Check-In		
Take-Home Material	Family Letter	Instructional Masters 1B-1—1B-3	

Advance Preparation

For Vocabulary Instructional Activity, bring in pictures of words that begin with the prefix *uni-* (e.g., unicycle, unicorn, children in uniforms, and choir singing in unison).

For Syntactic Awareness Activity, you may wish to write out the sentences for the sentence completion activity. (See activity for the sentences.)

Note to Teacher

A poster of ancient Greece is provided with this domain—Poster 1 (Map of Ancient Greece). You may wish to hang this poster in your classroom for quick reference throughout coverage of this domain.

Students that participated in the Core Knowledge Language Arts program in Grade 1 learned about the Mesopotamian and ancient Egyptian civilizations in the *Early World Civilizations* domain and the Maya, Aztec, and Inca civilizations in the *Early American Civilizations* domain. In Grade 2, students have learned about the ancient Indian civilization (Indus River Valley civilization) and ancient Chinese civilization in the *Early Asian Civilizations* domain. You may wish to create a timeline showing the civilizations presented in the Core Knowledge Language Arts program for Grades 1 and 2.

Marks to include on the timeline:

3500–1800 BCE Mesopotamia

2700–1050 BCE ancient Egypt

2500–1500 BCE Indus River Valley Civilization

2500 BCE–323 CE ancient Greek civilization (*covered in this domain)

2400 BCE–900 CE Maya civilization

1700 BCE beginning of the earliest Chinese dynasty/ancient Chinese civilization

1200–1521 CE Aztec civilization

1200–1532 CE Inca civilization

Domain Introduction

- Tell students that they are going to hear about an ancient civilization that is still remembered today. They are going to learn about the ancient Greek civilization.
 - Have students say *ancient Greek civilization* with you.
- Tell them that the main purpose of this domain is to learn about the ancient Greek civilization: its geography, people, and culture. Each read-aloud in this domain focuses on something different about the ancient Greek civilization.
- Ask students: “What does *ancient* mean?” (*Ancient* means very old.)
- Tell students that the ancient Greek civilization is very, very old. It was formed about two thousand and eight hundred years ago. [If there is a time line in your classroom, point to the present year, then point to the spot on the time line where the ancient Greek civilization would be.]
- What words come to your mind when you hear the word *civilization*?
[Write down what the students say on the chart paper.]
- Remind students that a civilization is a group of people living together in an organized way. People in civilizations:
 - 1) build cities
 - 2) have different kinds of jobs, like growing their own food by farming
 - 3) have leaders and laws
 - 4) have writing systems
 - 5) practice a religion
[Make sure the words *cities*, *jobs*, *leaders*, *writing*, *religion* are written down and circled on the chart paper.]
- Tell your students to talk to their partner about any of the ancient civilizations that they have learned about and remember.

Note: If you have already covered the *Early Asian Civilizations* domain, students will have heard about the early Indian and Chinese civilizations.

[Allow thirty seconds for students to talk. Call on two volunteers to share what their partner said.]



← **Show image 1A-5: Kings from ancient civilizations (clockwise from top left: Mesopotamian, Egyptian, Inca, Aztec)**

- [For students that participated in the Grade 1 Core Knowledge Language Arts program] Point to each image and remind students that they may have heard about the Mesopotamians (top left), the Egyptians (top right), the Inca (bottom right), and the Aztec (bottom left).

Where Are We?

- Tell students that the ancient Greek civilization developed in an area of the world across the Atlantic Ocean on the continent of Europe. Using a world map or globe, have a volunteer point to the United States. Then run your finger across the Atlantic Ocean and point to the continent of Europe.
 - Have students say *North America, Atlantic Ocean, and Europe* with you.
- Point to the present-day country of Greece on the map and tell students that long, long ago, a large group of people lived together in that area—it was called the ancient Greek civilization.
 - Have students say *Greece* with you as you point to Greece on the world map or globe.
- Show students *The Ancient Greek Civilization* Poster 1 (Map of Ancient Greece) included in this domain. Point out the three bodies of water that are the boundaries of ancient Greece: the Black Sea, the Aegean Sea, and the Mediterranean Sea.
 - Have students repeat after you *Black Sea, Aegean Sea, and Mediterranean Sea*.
- Teach them the acronym BAM to help them remember the boundaries of ancient Greece.
- Highlight how ancient Greece (on Poster 1) is much larger than present-day Greece (on world map or globe).
- Point to several of the islands on Poster 1 and tell students that these islands are also part of ancient Greece. Ask students if they can locate the biggest island in the Mediterranean Sea.
- Point out that Crete is the largest island of ancient Greece and is located in the Mediterranean Sea.
 - Have students say *Crete* with you as you point to it.

Vocabulary Preview

Area

1. Today we will begin learning about the history of an *area* of the world called Greece.

[Point to Greece on the globe or map.]

2. Say the word *area* with me three times.
3. *Area* means a certain spot or part of a place.
4. Mountains split Greece into lots of little areas of land.

Ava likes to play in the hopscotch area during recess.

5. Tell your partner about an area of the school that you like the most. Use the word *area* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

Contribution

1. In this domain, we will learn about a civilization whose *contributions* are part of our lives today.
2. Say the word *contribution* with me three times.
3. *Contribution* means a thing or idea that is shared and passed down through time because it is considered helpful and good. A contribution is something that is helpful and good to people.
4. Ancient civilizations made many contributions to our lives today—such as the wheel and paper.

Without the contributions of America's founding fathers, we might not have the Declaration of Independence.

5. Tell your partner about a contribution of an ancient civilization. Use the word *contribution* when you tell about it. Remember to use a complete sentence.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about the ancient Greeks. The main purpose of this read-aloud is to introduce students to ancient Greece by describing its geography, terrain, and culture.

By the end of the lesson, students should be able to:

- ✓ Identify the area of ancient Greece on a map
- ✓ Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map
- ✓ Define the term *civilization*
- ✓ Define the term *city-state*



The Ancient Greeks

◀ Show image 1A-1: Map of ancient Greece

This map shows an area of the world called ancient Greece.

[Point out the area of ancient Greece on a world map so students can see the location of ancient Greece in context of the surrounding areas.]

A long time ago, about two thousand and eight hundred years ago, there was a civilization of people called the ancient Greeks. We call the area where the ancient Greeks lived the country of Greece. However, long, long ago the ancient Greeks lived on a much larger area of land. The **boundaries** of ancient Greece spread to the east where the Aegean Sea is, to the west where the Mediterranean Sea is, and to the north where the Black Sea is.

[Review the terms *north*, *east*, and *west* while pointing to the seas. Point to the Black Sea to the north, the Aegean Sea to the east, and the Mediterranean Sea to the west. Remind students of the acronym BAM.]

Hundreds of islands in the Mediterranean and Aegean seas were also a part of ancient Greece. But its biggest island is in the Mediterranean Sea. This island is still known today as Crete.

[Point to the island of Crete. Mention that Crete is to the south.]



◀ Show image 1A-5: Kings from ancient civilizations (clockwise from top left: Mesopotamian, Egyptian, Inca, Aztec)

[Point to and name the ancient civilizations in the picture.]

The ancient Greeks were similar to—or almost the same as—other ancient civilizations.

The ancient Greeks had cities, different kinds of jobs, leaders and laws, writing systems, and religions.

[Refer to what was written on the chart paper at the beginning of the lesson.]



◀ Show image 1A-4: Mountains and valley

The ancient Greeks, however, were also **unique**—they were different and special—from other ancient civilizations. Unlike the Egyptians and Mesopotamians, the Greeks did not live around a great river, like the Nile in Egypt or the Indus River in ancient India.

High, **rugged** mountains split Greece into lots of little areas of land called valleys, so it was difficult for the Greeks to move from place to place.

[Point to the high, rugged mountains. Explain that these rugged mountains kept the ancient Greeks living in different areas separate from each other. Point out and explain that the areas in the middle of the mountains are called valleys.]

The ancient Greeks lived in the same community for their whole lives. Each city was in its own valley—or little area between the mountains. Eventually these cities became their own little nation. We call these areas city-states. Each city-state had its own **unique** government and its own **unique** laws. The ancient Greeks thought of themselves as belonging to their particular city-state and not to Greece as a whole.

Each city-state lived and did things **independently** of one another. This means that city-states did not do things together or rely on one another. The city-states only worked together in an emergency—or dangerous situation that needs a quick reaction. But after each emergency the city-states would go back to **independently** minding their own business.

[Explain to students that “to mind your own business” is an English saying that means to stay out of other people’s situations and problems. When people mind their own business, they are giving others their privacy.]



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

The ancient Greeks had different kinds of jobs. Greece’s **rugged** mountains made farming hard to do. But there is a **unique** tree—the olive tree—that can grow in **rugged** areas. So some Greeks grew olive trees in their community.

[Point to the olive tree in the picture. Explain that the olive tree can survive in rugged areas that do not get a lot of water.]

In addition to being farmers, some Greeks were also shepherds who took care of sheep on this **rugged** land.



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

Some Greeks built harbors near the Black, Aegean, and Mediterranean seas.

[Point to the harbor in the image. Explain that a harbor is a place on the water,

next to land, where sailors can park their boats.]

Some Greeks became good seafarers—a sefarer is someone whose job is to sail out to sea and catch fish. Greek sefarers used boats like the one in this image.



◀ Show image 1A-5: Kings from ancient civilizations

The ancient Greeks looked at the world around them in a very **unique** way. Do you remember what **unique** means? (Unique means different and special; one of a kind.)

We have a lot of exciting adventures ahead of us as we learn about how the ancient Greeks lived. We will also learn about several interesting **contributions** from ancient Greece that have been passed down to us today. We still have and use these **contributions** from ancient Greece. We will learn about how their **contributions** are a part of our lives today.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* [Show Poster 1.] Where was ancient Greece located?

[Invite a student to point to the location of ancient Greece.]

What are the names of the three seas that formed the boundaries of ancient Greece? Hint: Think of the acronym BAM.

- The Black Sea, Aegean Sea, and Mediterranean Sea formed the boundaries of ancient Greece.
2. *Literal* What is a civilization?
 - A civilization is a large group of people living together in an organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.



← **Show image 1A-4: Mountains and valley**

3. *Inferential* How did the high, rugged mountains make the ancient Greeks different from other ancient civilizations?
 - The high, rugged mountains split Greece into a lot of little areas. It was hard for Greeks to move from place to place, so they became independent from one another.
4. *Literal* What is the name of the largest island in the Mediterranean Sea that was part of the ancient Greek civilization?
 - Crete is the largest island in the Mediterranean Sea.

[Have a student point to the island of Crete on Poster 1.]
5. *Literal* What is a city-state?
 - A city-state is an independent city with its own leaders and laws.
6. *Inferential* Why were there city-states in ancient Greece?
 - There were city-states in ancient Greece because rugged mountains separated communities from each other.
7. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



The Ancient Greeks

1B

Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Rugged

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Rugged).] In the read-aloud you heard, “High, *rugged* mountains split Greece into lots of little areas of land called valleys.” Which picture of *rugged* matches the way *rugged* is used in the lesson?
2. *Rugged* can also mean other things, like the rugged conditions of frontier life: there were no paved roads, no electricity, and no running water. The rugged frontier life was difficult to live in. Which picture matches this description of *rugged*?
3. In addition, *rugged* can mean sturdy and strong. For example, no matter how much the children jumped and played on the sofa, the sofa never broke. Which picture matches this description of *rugged*?
4. Now that we have gone over the different meanings for *rugged*, quiz your partner on the different meanings. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “I have a huge, rugged stuffed animal at home that my sister always crawls on, but it never breaks.” And your partner should respond, “That’s number 3.”

↔ Syntactic Awareness Activity

Sentence Completion

Materials: chart paper, markers, sentences written out on chart paper

Directions: I will show you a picture and we will describe different parts of this picture together. Then we will complete a few sentences together using your descriptions.



◀ Show image 1A-4: Mountains and valley

[Write the item being described on the chart paper and circle it. Draw lines out from it and add the describing words.]

Note: Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

1. Describe the houses: white with orange roofs, large, multilevel, three-story
2. Describe the mountains: rugged, tall, green, stony, tree-filled, lush
3. Describe the clouds: white, puffy, cumulus, fluffy
4. Describe a city-state: independent, small
5. Now let's put the adjectives you have used to describe the different parts of this picture into a sentence.
 - The _____ houses are in the _____ mountains.
 - The _____ clouds are over the _____ mountains.
 - This _____ city-state is surrounded by _____ mountains.

Extending the Activity

- Try adding two or more adjectives before the nouns.
- ✈ Above and Beyond: Partners complete the sentences together. Call on a few partner pairs to share their completed sentences.
- ✈ Above and Beyond: Some students may be able to write out their sentences using the adjectives.

↔ Vocabulary Instructional Activity

Word Work: *Unique*

Materials: Picture of unicycle, unicorn, children in uniforms, and choir singing in unison

1. In the read-aloud, you heard, “[A]ncient Greeks were *unique* and different from other ancient civilizations.”
2. Say the word *unique* with me three times.
3. When something is unique, it is special; the only one of its kind.
4. You are all unique; there is only one you!
5. Tell your partner something that makes you unique. Use the word *unique* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I am unique because . . . ,” or “I am . . . and that makes me unique.”]

6. What’s the word we’ve been talking about?

Use a *Word Clues* activity for followup. Directions: Sometimes a part of a word can give you clue about what that word means. Like the word *unique* means one of a kind.

1. Think about these words: [Say the word, putting emphasis on the prefix *uni-* and show the picture for the word.]
 - unicycle: This cycle has one wheel.
 - unicorn: This mythical animal has one horn on its head.
 - uniform: This is clothing that all children attending a certain school wear to show that they are part of one school.
 - unison: This group is singing one song all together.
2. What is the same about all these words?
 - They all have the prefix *uni-*
3. What do you think *uni-* means?
 - *Uni-* means one
4. Tell your partner about something that is unique. Use the word *unique* when you tell about it. Be as descriptive as possible and use complete sentences.

[Throughout this domain, encourage students to continue thinking about the word *unique* and give examples of things and persons that are unique.]

10 End-of-Lesson Check-In

The Ancient Greeks

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the ancient Greek civilization.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud.
- Students may also choose to write about a few things that they learned and share that with their partner.

Items to look and listen for:

- The word *contribution*
- The word *unique*
- The word *area*
- The word *rugged*
- Any information about the ancient Greek civilization

Take-Home Material


Family Letter

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



The Ancient Greeks

1c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
<i>Reviewing the Read-Aloud</i>	What Have We Learned?	Instructional Master 1C-1; blue and orange crayon; world map or globe	10
	The Ancient Greek Civilization Chart	Image Cards 1, 2, 3, and 5 Instructional Master 1C-2, 1C-3,	
	Vocabulary Review: Area, Contribution		
	Purpose for Listening		
<i>Presenting the Interactive Read-Aloud</i>	The Ancient Greeks		20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Map of Ancient Greece	10
	Word Work: Independently		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Drawing the Read-Aloud	drawing paper, drawing tools	20
	The Ancient Greek Religion	Image 2A-1; Image 3A-9; Instructional Master 1D-1; labels for the twelve gods	

Advance Preparation

Prepare a copy of Instructional Master 1C-1 for each student. Refer to it as their map of ancient Greece. Students will color in the various areas of ancient Greece they are learning about. You may wish to copy this Instructional Master onto a transparency or print out an extra class copy of this map to fill out with the class so that students may check their work.

Make a class *Ancient Greek Civilization Chart*. Copy Instructional Master 1C-2 onto a large piece of chart paper, a chalkboard, or a whiteboard. Make sure to leave enough room in each square to fit several image cards.

Prepare copies of Instructional Masters 1C-2 and 1C-3 for each student. Refer to them as their *Ancient Greek Civilization Chart* and image sheet. Students can use this chart and image sheet to fill in information about ancient Greece as you fill in the class chart.

Note to Teacher

Use the Extensions activity, *The Ancient Greek Religion*, to prepare students for the read-aloud “The Olympic Games.” Students are not expected to learn all the names and powers of the Greek gods and goddesses. The purpose of this activity is to expose students to the fact that the ancient Greeks worshipped many gods and that the Olympic Games began in honor of the Greek gods, in particular Zeus. You may want to make labels for the gods and goddesses on Image 3A-9. This labeled image can also be used in the next domain, *Greek Myths*. To help students remember the names and powers of the twelve gods and goddesses on Mount Olympus, you may wish to use the song and chant on Instructional Master 1D-1. If students show interest in hearing more about the gods of Mount Olympus, use the read-alouds from Lessons 2 and 3 in from the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization* during the Pausing Point.

What Have We Learned?

- Review with students what they learned in the previous read-aloud about the ancient Greek civilization. You may wish to ask the following questions:
 - What is a civilization? (A civilization is a group of people living together in a well-organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.)
 - Was the area of the ancient Greek civilization smaller or larger than the present-day country of Greece? (The area of the ancient Greek civilization was larger.)
 - What are the names of the three seas that surrounded ancient Greece? Hint: Think of the acronym BAM. (Black Sea, Aegean Sea, and Mediterranean Sea surround ancient Greece.)
 - What is the name of the largest Greek island in the Mediterranean Sea? (Crete is the largest Greek island in the Mediterranean Sea.)
 - What is a city-state? (A city-state is an independent city that has its own leaders and laws.)

Map Work

- Give each student Instructional Master 1C-1 (Map of Ancient Greece). Tell them that this is their map of ancient Greece.
- Help students locate the Black Sea, Aegean Sea, and Mediterranean Sea and color them in blue.

Remind students that these three bodies of water made up the boundaries of ancient Greece. Show present-day Greece on the world map or globe. Remind them that ancient Greece was much larger than Greece today.

- Help students locate the largest island in the Mediterranean Sea and label it *Crete*. Then have students color Crete orange.
- Show students present-day Crete on the world map or globe. Tell them that Crete still exists today, and it is still called Crete.
- Have students look at their map. Ask if they see any rivers running through ancient Greece. Remind them that the ancient Greek civilization did not develop along a river like the Mesopotamian, ancient Egyptian, and early Asian civilizations.

The Ancient Greek Civilization Chart

The Ancient Greek Civilization Chart		
Jobs Image Card 1 (Olive Trees) Image Card 2 (Sheep) Image Card 3 (Fishing Boat and Harbor)		Contributions
Religion		
City-States	Leaders	

- Tell students that you are going to create an *Ancient Greek Civilization Chart* together to record examples of the five components of the ancient Greek civilization: jobs, city-states, leaders, religion, and contributions. Point to each section of the chart and have students repeat the name of each section after you.

Note: Use the large class chart you have created to place the image cards. You may wish to have students follow along using their individual *Ancient Greek Civilization Chart* and to have them cut and paste similar image card pictures to their chart.

- ✈ Above and Beyond: You may wish to have some students complete this Instructional Master on their own by drawing pictures and/or writing words in each square.
- Show Image Cards 1 (Olive Trees), 2 (Sheep), and 3 (Fishing Boat and Harbor). Ask students what were the different jobs people had in ancient Greece. (They were farmers, shepherds, seafarers.) Ask in which box these image cards should go. (“Jobs”)

Vocabulary Review

Area

1. You have heard the word *area* before, like in this sentence, “We call the *area* where the ancient Greeks lived the country of Greece.”
2. *Area* means a place or a certain spot.
3. Tell your partner about an area in your community or city that you really like. Or tell your partner about an area in your community that you think is unique. Use the word *area* when you tell about it. Try to be as descriptive as possible and use complete sentences. After you finish telling about it, your partner should ask a question about what you said to get more information from you.

Contribution

1. You have heard the word *contribution* before, like in this sentence: “We will learn about several interesting *contributions* from ancient Greece.”
2. *Contribution* means a thing or idea that is shared and passed down through time because it is considered helpful and good. [Remind students that a contribution is something that is helpful and good and that they can make contributions in many little ways.]
3. Taking turns with your partner, tell one another about different contributions you can make to help your family. For instance, you can say, “My contribution at dinner time is to help set the table.” Use the word *contribution* in your sentences. Each person gets three turns.

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about the ancient Greeks.

By the end of the lesson, students should be able to:

- ✓ Identify the area of ancient Greece on a map
- ✓ Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map
- ✓ Describe the terrain of ancient Greece

The dialogic factors and instructional conversations within the read-aloud can be altered based on the needs of the class and professional judgment. When making changes, please keep in mind the Core Content Objectives for the lesson.



The Ancient Greeks

◀ Show image 1A-1: Map of ancient Greece

A long time ago, there was a civilization of people called the ancient Greeks. We call the area where the ancient Greeks lived the country of Greece; however, at that time they lived on a much larger area of land.

Tell your partner about the **boundaries** of ancient Greece. Use *north*, *south*, *east*, and *west* when you tell about it. Remember BAM.

[Allow students to talk for thirty seconds. Call on a partner pair to use the image to talk about the boundaries of ancient Greece.]

The **boundaries** of ancient Greece spread to the east where the Aegean Sea is, to the west where the Mediterranean Sea is, and to the north where the Black Sea is. Its biggest island is in the Mediterranean Sea to the south—and is still known today—as Crete.



◀ Show image 1A-5: Kings from ancient civilizations (clockwise from top left: Mesopotamian, Egyptian, Inca, Aztec)

[Point to and name the ancient civilizations in the picture.]

With your partner, come up with a list of ways the ancient Greek civilization is similar to other ancient civilizations.

[Allow one minute for students to talk and make their list. Then call on volunteers to share their list.]

They all had writing systems, leaders and laws, religions, and different kinds of jobs.



◀ Show image 1A-4: Mountains and valley

With your partner, think of ways the ancient Greek civilization is different from other ancient civilizations you have learned about.

[Allow thirty seconds for students to talk. Then call on volunteers to share.]

The ancient Greeks were **unique** and different from other ancient civilizations. Unlike the Egyptians and Mesopotamians, the Greeks did not live around a river, like the Nile in Egypt or the Tigris and Euphrates near Babylon. Because high, **rugged** mountains split Greece into lots of little areas of land called valleys, it was difficult for them to move from place to place.

[Point to the high, rugged mountains. Explain that these rugged mountains kept the ancient Greeks living in different areas separate from each other. Ask students what the area of land in the middle of the mountains is called. (valley)]

The ancient Greeks lived in the same community for their whole lives. Each city in each little area, or valley, between the mountains became its own little nation, which we call a city-state. Each city-state had its own leaders and its own **unique** laws.

Sometimes the Greeks had similar ideas of how to live their lives, but each city-state lived and did things **independently** of one another. This means that city-states did not do things together or rely on one another. Only in an emergency would they work together.

What types of emergency do you think would bring the city-states together?

[Pause for student responses.]

After each emergency the city-states would go back to **independently** minding its own business—or staying out of each other's situations and problems. People in each city-state thought of themselves as people belonging to their particular community and not to Greece as a whole.



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

Describe this picture to your partner.

[Allow thirty seconds for students to talk. Call on two partner pairs to describe the picture.]

The olive tree can survive in **rugged** areas that do not get a lot of water. Many ancient Greeks grew olive trees on the **rugged** land.

In addition to being farmers, some Greeks were also shepherds who took care of sheep on this rugged land.



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

Besides being a farmer or shepherd, what other job could an ancient Greek have?

[Call on a volunteer to answer.]

Some Greeks built harbors near the Black, Aegean, and Mediterranean seas, and they became good seafarers. They earned a living by sailing and fishing. Greek seafarers used boats like the one in this image.

Tell your partner why you think many Greeks became sailors and fishermen instead of farmers?



[Allow fifteen seconds for students to talk. Call on two volunteers to share their answer. (The land was rugged. Ancient Greece was surrounded by water.)]

← **Show image 1A-5: Kings from ancient civilizations**

The ancient Greeks looked at the world around them in a very unique way. We have a lot of exciting adventures ahead of us as we learn about how the ancient Greeks lived. We will learn about how many of their **contributions** are a part of our lives today.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* [Show image 1A-1] Who can locate the area of the ancient Greek civilization on the map?

[Have a student come up and point to the area. Then have students locate the area on their map of ancient Greece.]

2. *Literal* Was the area of land where the ancient Greeks lived smaller or larger than the present-day country of Greece?

- The area where the ancient Greeks lived was larger.
3. *Literal* Describe the terrain, or land, of ancient Greece.
 - The land of ancient Greece was rugged, rocky, not near a river, surrounded by seas, not as fertile for growing crops, etc.
 4. *Inferential* How did this terrain affect the types of jobs the ancient Greeks had?
 - The rugged terrain caused the ancient Greeks to farm less and use the surrounding seas more for fishing, trade, and travel.
 5. *Inferential* Why were there city-states in ancient Greece?
 - There were city-states in ancient Greece because rugged mountains separated cities from each other.
 6. *Evaluative* In the read-aloud, you heard that the city-states would only work together in an emergency. What kinds of emergencies do you think the ancient Greeks had?
 - Answers may vary. You may need to explain that an emergency is a sudden and dangerous situation.

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

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

Sentence Frames:

Do you think it is important to study ancient civilizations?
(Yes / No)

It is important to study ancient civilizations because . . .

Ancient civilizations . . . , so I think it is important to study them.

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

Word Work: Independently

1. In the read-aloud you heard, “Sometimes the Greeks had the same ideas of how to live their lives, but they did those things *independently* of one another.”
2. Say the word *independently* with me three times.
3. If you do something independently, you do it on your own, without the influence or help of someone or something else.
4. The mother bird fed the baby bird until the baby bird was big enough to feed itself independently.
5. Have you ever done something independently or seen someone else doing something independently? Try to use the word *independently* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I _____ independently when . . .”]

6. What’s the word we’ve been talking about?

Use a *Word Clues* activity for follow-up. Directions: Sometimes a part of a word can give you clue about what that word means. Like the word *independent* means to do it on your own. The prefix *in-* often makes the word have the opposite meaning. What do you think *dependently* means? [Prompt them to realize that *dependently* means acting in a way that needs help from someone or something else.] If you do something dependently, you are relying on someone or something else for what you need. For example, pets rely dependently on their owners when they need something, but wild animals survive independently on their own.

Can you think of words that use the prefix *in-* at the beginning to make a word mean the opposite? [Allow some time for students to think and share.]

Listen to these words and tell me what you think they mean.

1. incorrect (not correct)
2. inactive (not active)
3. invisibly (not visible, cannot be seen)
4. infinitely (not finite, does not have an end)
5. inconveniently (not convenient, not easy to do or use).



Complete Remainder of the Lesson Later in the Day



The Ancient Greeks

1D
Day 2 of 2

Extensions

20 minutes

10 Drawing the Read-Aloud

- Have students draw a picture of something they learned from the read-aloud. Then have them write a caption or short sentence for their picture.

[They may wish to draw fishermen or seafarers working at the harbors or on ships; farmers working their crops on rugged ground; olive trees growing out from rugged land; the city-states, which were located between the mountains; ancient Greeks working together in emergencies; or shepherds taking care of sheep.]

- Have students share their drawing in small groups or with home-language peers. Encourage students to ask their partner questions about the drawings to gather more information about the drawings and what their partner learned from the read-aloud.
- You may wish to display the drawings on a wall for the class to view throughout the domain.

The Ancient Greek Religion

Note: This activity is to prepare students for the next lesson, “The Olympic Games.” The goal is *not* for students to learn the names and powers of the Greek gods and goddesses. The purpose of this activity is to expose students to the fact that the ancient Greeks worshipped many gods and that the Olympic Games were first held in honor of the gods, in particular Zeus.



◀ Show image 2A-1: Mount Olympus

- Remind students that one of the components of a civilization is religion, or a set of beliefs and practices. Explain that people in ancient times used religion as a way to tell about how things came to be or how things happen in nature, such as thunder and lightning, the tides of the ocean, or the seasons.
- Tell students that, like the Mesopotamians, Egyptians, and several other ancient civilizations, the ancient Greeks believed in many gods

and goddesses. Explain that gods are male beings, and goddesses are female beings.

- Point to the image and tell students that the Greeks believed that the most powerful of these gods and goddesses lived in a palace on the very top of Mount Olympus, the highest mountain in Greece.

[Invite a student to point to Mount Olympus.]



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

- Explain that the ancient Greeks believed these gods and goddesses were ruled by a king named Zeus and a queen named Hera.

[Point to Zeus and Hera and have students say *Zeus* and *Hera*.]

- Each god or goddess had a different power or skill that explained how something came to be or how something happened in nature. Explain that these gods and goddesses were also believed to be immortal—or able to live forever.

[From left to right, point to the god or goddesses and say their names and powers. Have students repeat the names of the gods and goddesses with you. You may wish to use the song and chant from Instructional Master 1D-1 to help students learn the name and power of each Greek god.]

- Dionysus (*DIGH-oh-NIGH-suss*)—god of wine, pleasure, and theatre
- Hermes (*HUR-meess*)—messenger of the gods; he can move with lightning speed
- Hephaestus (*heh-FESS-tuss*)—the god of fire and the blacksmith of gods
- Aphrodite (*AF-roh-DY-tee*)—goddess of beauty and love
- Poseidon (*poh-SY-dun*)—the god of the seas and of all that crosses the seas
- Hera—queen of the gods
- Zeus—the king of the gods
- Demeter (*dih-MEE-tur*)—goddess of plants and the harvest
- Athena (*uh-THEEN-uh*)—goddess of wisdom and war
- Ares (*AIR-ees*)—the god of war
- Apollo (*uh-PAHL-oh*)—god of light, music, and poetry
- Artemis (*ART-eh-miss*)—goddess of hunting, wilderness, and animals



The Olympic Games

2

✓ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

This list contains objectives aligned to the Common Core State Standards addressed in this lesson. Refer to the Alignment Chart in the Introduction for standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the purpose of the Olympic Games and the religion of the ancient Greeks (RI.2.3)
- ✓ Compare and contrast the Olympic Games of ancient Greece and the Olympic Games today (RI.2.9)
- ✓ Participate in shared research project by gathering information about the Olympics and Paralympics from books and websites and presenting that information orally or in writing (W.2.7)
- ✓ With assistance, categorize and organize facts and information from “The Olympic Games” onto The Ancient Greek Civilization Chart (W.2.8)
- ✓ Carry on and participate in a conversation, staying on topic and linking comments to the remarks of others in a conversation activity based on read-aloud content (SL.2.1b)

- ✓ Tell about an experience of competing in something, speaking audibly in coherent sentences (SL.2.4)
- ✓ Produce complete sentences in a shared-language activity based on read-aloud content (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of *race* (L.2.4a)
- ✓ Identify real-life connections between words—*compete*, *event*, *race*, *conflict*, and *grand*—and their use (L.2.5a)
- ✓ Learn the meaning of common sayings and phrases, such as “where there’s a will there’s a way” (L.2.6)

Core Vocabulary

compete, v. To try hard to outdo others in a task, race, or other contest

Example: Every year, Sally and Juan compete in their school’s spelling bee to see who can win the most rounds.

Variation(s): competes, competed, competing

determination, n. A firm decision to accomplish something

Example: It takes great determination to finish reading your first chapter book by yourself.

Variation(s): none

grand, adj. Impressive in size, appearance, or general character

Example: Building the Statue of Liberty was a grand accomplishment.

Variation(s): grander, grandest

sacred, adj. Holy; worthy of respect

Example: Churches, temples, and mosques are considered sacred places by people of various religious beliefs.

Variation(s): none

victory, n. A triumph or win

Example: The U.S. Olympic team claimed victory over the competing teams and won the gold medal.

Variation(s): victories

Vocabulary Chart for The Olympic Games			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	athlete champion chariot discus Olympics Olympia Myron Pindar sculptor	ancient/modern compete conflict* event determination grand* sacred victory	game sports travel
Multiple meaning	<u>race</u>		
Phrases	finish line laurel crown	On the other hand set aside just as	going to/ returning from less interested in more interested in
Cognates	atleta campeón(ona) el disco Olímpico Olimpia escultor(ora) corona de laurel	antiguo/ moderno(a) competir conflicto* determinación grandioso(a)* sagrado(a) victoria	más interesados en

Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Travelers gathering for Olympic Games
2. 4A-3: Myron speaking to Pindar in carriage
3. 4A-4: Pindar speaking to friend
4. 4A-2: Olympic events
5. 4A-5: Ancient Olympian victor with laurel crown
6. 4A-6: Photo of modern athletes



The Olympic Games

2A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction	Image 3A-9; images and/or short videos of Olympic events	15
	Where Are We?	Poster 1; Map of Ancient Greece; green crayon	
	Vocabulary Preview: Compete, Event		
	Purpose for Listening		
Presenting the Read-Aloud	The Olympic Games	Poster 1; Image Card 11 (<i>The Discus Thrower</i>); images of Olympic events; world map or globe	15
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Race	Poster 2M (Race)	20
	Syntactic Awareness Activity: Conversation Builder		
	Vocabulary Instructional Activity: Conflict		
	End-of-Lesson Check-In		

Advance Preparation

Find images and/or age-appropriate videos of Olympic events. Events mentioned in the read-aloud include foot races, horse and chariot races, discus, and javelin.

Lesson Introduction

- Tell students that they are going to hear about a contribution of the ancient Greek civilization—the Olympic Games.
- Tell them that the Olympic Games were held to honor Zeus and the other gods and goddesses that lived on Mount Olympus. Remind students that the ancient Greeks believed the Olympian gods and goddesses created and controlled the earth and nature. They also believed that the gods gave them special talents like being able to run fast or being able to solve problems.
- You may wish to review the names of the Olympian gods and goddesses using Image 3A-9 and Instructional Master 1D-1 (Songs and Chants for the gods on Mount Olympus).
- Ask students: “What do you think of when you hear the word *Olympics*?” Tell students that the first Olympic Games had only footraces—or running races. Later events like wrestling, boxing, racing horses and chariots, throwing the discus, and throwing the javelin were added to the Games. Tell students that the Olympic Games still take place today.

[You may wish to show students images and/or age-appropriate videos you have prepared as a visual of these different Olympic events.]

Where Are We?

- Tell students that the Olympic Games were held in the city-state of Olympia. Point out Olympia on Poster 1.
- Have students find the blank for Olympia on their map of ancient Greece. Have them fill in the blank with *Olympia*. Then circle it with a green crayon.
- Mention that Olympia is pretty far west and many Greeks traveled a long way to get there.
- Ask students: “Why were so many ancient Greeks willing to travel such a long way to Olympia for the Olympic Games?” [Call on a few students to share. Tell students that they will hear the answer in the read-aloud.]

- Remind students they heard that ancient Greek city-states did things independently from one another. Some Greeks from one city-state might even dislike Greeks from another city-state. This was the case with Thebes and Athens.

[Show Thebes and Athens on Poster 1.]

- Tell students that although Thebes and Athens were fighting each other, the Olympic Games was a unique event in which city-states put their differences aside in order to participate in the sporting competitions that honor Zeus and the other gods and goddesses.

Vocabulary Preview

Compete



◀ Show image 4A-6: Photo of modern athletes

1. Many athletes from all around the world *compete* in the Olympics.
2. Say the word *compete* with me three times.
3. *Compete* means to try hard to be the best or win in a race or other contest.
4. Every year, Lily and Xavier compete in their school's spelling bee to see who can win the most rounds.
Amir and his friend like to compete to see who can run the fastest.
5. Taking turns with your partner, talk about whether or not you like to compete. Explain why or why not. Use the word *compete* when you tell about it. Remember to use complete sentences.

Event

1. Today we will learn about a special *event* that happened during the ancient Greek civilization.
2. Say the word *event* with me three times.
3. An *event* is something that happens. It is usually planned out and organized like a sports game, field trip, or a party.
4. The only event in the first Olympics were footraces.
Will you go to our school's community service event?
5. Tell your partner about an event you have been to recently. Use the word *event* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

Purpose for Listening

Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is about the first Olympic Games. Tell students to listen carefully to find out what the first Olympic Games were like during the time of the ancient Greek civilization.

By the end of the lesson, students should be able to:

- ✓ Identify ancient Greece as the site of the original Olympic Games
- ✓ Describe the Olympic Games of ancient Greece



The Olympic Games

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

Travelers came from every Greek city-state to watch the **grand** Olympic Games. The first Olympic Games were so grand—so large and magnificent—that people even came from faraway places such as Egypt and Spain.

[Point to Greece and then to Egypt and Spain on a world map or globe. Ask whether it is a long distance between the countries.]

To get there, many sailed on ships, some rode on horses, some rode in chariots, and some even walked the whole way. The Olympic Games happened every four years in Olympia.

[Point to Olympia on Poster 1.]

During the Olympic Games, athletes—or people who play or do a particular sport—compete in various—and different—sporting events. This **grand** event was held to honor Zeus and the other gods and goddesses of Mount Olympus. To the ancient Greeks, this special event was **sacred**—the ancient Greeks thought the Olympic Games were holy. They had the Olympic Games to show their respect to the gods and goddesses on Mount Olympus. So, the ancient Greeks were willing to make the long journey—by chariot or on foot—from their city-state to Olympia.

[Ask students whether the question: “Why were so many ancient Greeks willing to travel such a long way to Olympia for the Olympic Games?” has been answered.]



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

Among the travelers were two Greek men named Myron and Pindar. They were on their way to the **sacred**—and holy—site of Olympia.

[Point to Myron on the right and Pindar on the left. Tell students that Myron and Pindar were real people who lived in ancient Greece.]

Myron was a sculptor who used his muscular arms to carve out **grand** statues of bronze and marble.

[Show Image Card 11 (*The Discus Thrower*). Define *statue* as an image of a human or animal carved out of stone or metal.]

Myron explained to his friend Pindar, “I could invite the athletes to my home and carve statues of them there. But I want my statues to show the exact moment when a runner starts to get ahead in a race or the exact time when a discus thrower is about to let go of that heavy stone. So I prefer to see those Olympic events with my own eyes. That way, my statues will show the athlete in action.”

His friend Pindar the poet smiled and answered, “I, on the other hand, can write grand poems in honor of champions without ever seeing them compete. I am less interested in watching a runner cross the finish line. I am more interested in the effort and **determination** it took for him to get there. I like to write about the athlete’s **determination**—or decision to do something, like win—so that nothing can stop him until he reaches his goal.”

[Point to Myron. Remind students that he is a sculptor, or someone who makes sculptures. Point to Pindar. Remind students that he is a poet, or someone who writes poems.]



◀ **Show image 4A-4: Pindar speaking to friend**

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

[Point to Athens and Thebes on Poster 1.]

Pindar saw that it was his friend from his city-state of Thebes. Pindar said to him, “My friend, you know that all such conflicts—or fights—are set aside during the time of the Olympic Games. Everyone can safely go to and return from the Olympic Games, so we can all peacefully take part in this **grand** event to honor Zeus and the other gods.”



◀ **Show image 4A-2: Olympic events**

By the time Pindar and Myron reached Olympia, the Greek athletes were already there and ready to **compete**. All of the athletes were men. At that time women were not allowed to be at the Olympic Games. There were no events for women—only their horses were allowed to **compete** in the horse and chariot **races**.

In the first Olympic Games, there were only footraces, or running **races**. Later came events like wrestling, boxing, racing horses and chariots, throwing the heavy stone discus, and throwing the javelin, a type of long spear.



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

Victory in a competition gave the winners and the city-states they came from great pride. An Olympic champion received a ring of laurel leaves to wear on his head. He would be a hero in his city's history. Many cities awarded a lot of money to their champions as well. But most importantly, all the Olympic athletes loved the sport in which they **competed**.



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

Some things have not changed in the Olympics since they first started in ancient Greece thousands of years ago. Today there are still Olympic Games. Today, athletes from all over the world go to the Olympic Games to **compete** in different sports.

The Summer Olympics are still held every four years, but now there is also the Winter Olympics, which are held every two years after the Summer Olympics. The location of the Olympic Games also changes each time. They have been in Seoul, Korea; Atlanta, Georgia; and Athens, Greece.

[Show these locations on the world map or globe.]

Men—and now women—from all over the world travel to the chosen city to **compete** in the modern Olympic Games. Even if their countries are not getting along, people set aside their conflicts, just as in the ancient days, to participate in the **grand** Olympic Games.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of the read-aloud is the Olympic Games.

2. *Literal* To what sporting event did people from every Greek city-state come?
 - People from every Greek city-state came to the Olympic Games.
3. *Literal* What happens at the Olympic Games?
 - The Olympics included sporting events in which the ancient Greek athletes would compete.
4. *Literal* Where were the first Olympics held?
 - The first Olympics were held in Olympia.
5. *Literal* Nowadays where do people have to go to compete in or to see the Olympic Games?
 - They have to travel to different places around the world.
6. *Evaluative* Why do you think people traveled such great distances to compete in or to see the Olympic Games?
 - Answers may vary.
7. *Evaluative* What made the Olympic Games a special event for the ancient Greeks?
 - The Olympic Games was a special event for the ancient Greeks because it was in honor of Zeus and the other gods, it attracted people from all over ancient Greece to come, etc. Answers may vary.
8. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



The Olympic Games

2B
Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Race

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Race).] In the read-aloud you heard, “[In] the first Olympic Games, there were only running *races*.” Here *race* means a competition or a contest of speed. Which picture shows this?
2. *Race* also means to run or move very fast because you are in a rush to do something or go somewhere. Which picture shows this?
3. *Race* also means something different from a competition or moving fast. *Race* can mean all humans like the “human race.” Or *race* can mean a group of people who share the same history, language, and culture, such as the Asian race or African race. Which picture shows this?
4. Now with your partner, make a sentence for each meaning of *race*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

Conversation Builder



◀ Show image 4A-3: Myron speaking to Pindar

These next few questions will establish the characters, roles, settings, and conversations that could take place.

Who is Pindar? (the Theban poet sitting on the left)

Who is Myron? (the Athenian sculptor sitting on the right)

Where are they going? (They are going to the Olympic Games.)

What are some things they could be talking about on the way? (the Games, the athletes, their work)

Directions: With your partner, choose who will be Pindar and who will be Myron. Imagine you are riding on the carriage on the way to the Olympic Games. What would you say to each other? Each person gets at least three turns. Make sure you link what you say to what your partner said.

For example, your partner may say, “We have been traveling for three days already.” You can respond, “I know we have been on the road for several days, but we should be thankful that we have a carriage to take us.”

[Help partners start off their conversations as needed. Remind them that they each need to take at least three turns.]

Extending the Activity

- Ask for volunteers to reenact their conversation for the class.

↔ Vocabulary Instructional Activity

Word Work: Conflict

1. In the read-aloud you heard, “[E]ven if [countries] are not getting along, people set aside their *conflicts*, just as in the ancient days, in honor of the Games.”
2. Say the word *conflict* with me three times.
3. Conflict is when there is disagreement or even a fight between people and their ideas and interests.
4. Mei and her sister had a conflict over which ice cream flavor to buy; Mei wanted to get vanilla ice cream but her sister wanted strawberry ice cream.
5. Tell your partner about a conflict that you or someone you know recently had. Use the word *conflict* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ and I had a conflict over _____.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: You have heard that the word *conflict* means that there is disagreement over something. I will describe a situation. If what I describe is an example of conflict, say, “There is conflict.” If what I describe is not an example of conflict, say, “There is no conflict.”

1. making a new friend (There is no conflict.)
2. reading a library book (There is no conflict.)
3. two countries at war (There is conflict.)
4. a brother and a sister arguing (There is conflict.)
5. taking somebody's things without asking (There is conflict.)

Extending the Activity

- ✈ Above and Beyond: Invite students to make up their own situations and ask the class if that is an example of conflict.

10 End-of-Lesson Check-In

The Olympic Games

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the Olympic Games of ancient Greece.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud.
- Students may also choose to write about a few things that they learned and share that with their partner.


Items to look and listen for:

- ✓ The word *compete*
- ✓ The word *event*
- ✓ The word *race*
- ✓ The word *conflict*
- ✓ Any information about the Olympic Games



The Olympic Games

2c
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?	Poster 1	10
	The Ancient Greek Civilization Chart	Image Cards 4, 6, 8, 10; The Ancient Greek Civilization Chart; image sheet	
	Vocabulary Review: Compete, Event		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	The Olympic Games	Poster 1; images of Olympic events; world map or globe	20
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Grand		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Where There's a Will There's a Way		20
	Group Research: The Modern Olympics	picture books about the Olympics/Paralympics; websites about the Olympics/Paralympics	

Advance Preparation

Bring in picture books about the Olympics/Paralympics and find student-friendly websites about the Olympics/Paralympics from which students can gather information for their group research.

Note: The Group Research activity will take longer than the allotted time for Extensions. You may choose to continue this activity during the Pausing Point and/or Culminating Activities.

What Have We Learned?

- What special event did you hear about yesterday? (the Olympic Games)
- Who came to watch the Olympic Games? (people from every city-state)
- Do you think that it was an easy journey or trip for most of the people? Why or why not? (Answers may vary.)
- Use Poster 1 to review that people from different city-states traveled to Olympia.
- Show different city-states, like Athens—where Myron was from and Thebes—where Pindar was from and Olympia—the site of the Olympic Games.
- Remind students that the Greek city-states were very competitive, independent, and sometimes did not get along. But they would put their differences aside to come together for special events like the Olympic Games.

The Ancient Greek Civilization Chart

The Ancient Greek Civilization Chart		
Jobs Image Card 1 (Olive Trees) Image Card 2 (Sheep) Image Card 3 (Fishing Boat and Harbor)		Contributions Image Card 10 (Modern Olympians)
Religion Image Card 4 (Mount Olympus) Image Card 6 (gods/goddesses) Image Card 8 (Ancient Olympian)		
City-States	Leaders	

- Ask: “What is a civilization?” (A civilization is a group of people living together in a well-organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.)

Note: Use the large class chart to place the image cards. You may wish to have students follow along using their individual charts and cut and paste similar image card pictures onto their chart.

- ✈ Above and Beyond: You may wish to have some students complete this Instructional Master on their own by drawing their own pictures and/or writing words in each square.
- Show Image Card 4 (Mount Olympus). Ask students what they know about Mount Olympus. Remind them that the ancient Greeks believed that twelve gods and goddesses lived there. Ask students in which box the image card should go. (“Religion”)
- Show Image Card 6 (gods/goddesses). Ask students what they see and if they remember the name and power of any of the gods or goddesses. Ask students in which box the image card should go. (“Religion”)
- Show Image Card 8 (Ancient Olympian). Ask students, “For whom were the ancient Olympic Games held?” Remind students that the ancient Olympic Games were held to honor Zeus and the other gods. Ask students in which box should the image card go. (“Religion”)
- Show Image Card 10 (Modern Olympians). Ask students what they see. Ask students whether these pictures look like they were from ancient civilization or modern times. Tell students that they can see these Olympic events today. Ask in which box the image card should go. (“Contributions”)

Vocabulary Review

Compete

1. You have heard the word *compete* before, like in this sentence, “The Olympics included sporting events in which the ancient Greek athletes would compete.”
2. *Compete* means to try hard to outdo others and win in a task, race, or other contest.
3. Tell your partner about a time when you or someone you know competed in something. Use the word *competed* when you tell about

it. Remember to be as descriptive as possible and use a complete sentence. After you tell about it, your partner should ask a question to get more information about what you said.

Event

1. You have heard the word *event* before, like in this sentence, “To the ancient Greeks, this special *event* was sacred.”
2. An *event* is something that happens. It is usually planned out and organized like a sports event or a party.
3. Taking turns with your partner, tell one another about different events you have attended or would like to go to. Use the word *event* in your sentences. Each person gets three turns.

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they do most of the talking about the Olympic Games.

By the end of the lesson, students should be able to:

- ✓ Describe how the contributions of the ancient Greek civilization have influenced the present

The dialogic factors and instructional conversations within the read-aloud can be altered based on the needs of the class and professional judgment. When making changes, keep in mind the Core Content Objectives for this lesson.



The Olympic Games

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

Travelers came from every Greek city-state to watch the **grand** Olympic Games. Some people even came from faraway places such as Egypt and Spain.

How did the people get to the Olympic Games?

[Wait a few moments. Then call on two students to answer.]

To get to the Olympic Games, many sailed on ships, some rode on horses, some rode in carriage, and some even walked the whole way.

Ask your partner, “If you lived in the time of the ancient Greeks, would you rather travel by ship, carriage, or walk? Why?”

[Allow fifteen seconds for students to talk. Call on a few students to share their answer.]

The Olympic Games happened every four years in Olympia. The Olympics had sporting events in which the ancient Greek athletes would **compete**.

Why did the ancient Greeks have the Olympic Games?

[Wait a few moments. Then call on two students to answer.]

The Games were to honor Zeus and the other gods and goddesses of Mount Olympus. To the ancient Greeks, this special event was **sacred**—or holy.

Ask your partner, “If you were living in ancient Greece, would you be willing to take the journey to this **sacred** event? Why or why not?”

[Allow fifteen seconds for students to talk. Call on two students to share their answer.]



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

Among the travelers were two Greek men named Myron and Pindar. They were on their way to the **sacred** site of Olympia.

[Invite a student to point to Myron on the right and to Pindar on the left.]

Do you remember what kind of artist Myron was?

Myron was a sculptor who used his muscular arms to carve out **grand** statues of bronze and marble. He explained to his friend Pindar, “I could invite the athletes to my home and carve statues of them there. But I want my statues to show the exact moment when a runner starts to get ahead in a race or the exact time when a discus thrower is about to let go of that heavy stone. So I prefer to see those Olympic events with my own eyes.”

If you were Myron, what kind of athlete you would make a sculpture of? Tell your partner.

[Allow fifteen seconds for students to talk. Then call on a few students to share their answers.]

Do you remember what kind of artist Pindar was?

His friend Pindar the poet smiled and answered, “I, on the other hand, have written grand poems in honor of champions without ever having seen them compete. I am less interested in watching a runner cross the finish line. I am more interested in the effort and **determination** it took for him to get to there.”



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

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

[Invite a student to point to Athens and Thebes on Poster 1.]

Pretend that you are Pindar. Tell your partner how you would respond to your friend from Thebes.

[Allow thirty seconds for students to talk. Call on a few students to share their responses.]

Pindar responded, “My friend, you know that all such conflicts—or fights—are set aside. Everyone can safely go to and return from the

Olympic Games, so that all may gather to take part in this **grand** event to honor Zeus and the other gods.”



◀ **Show image 4A-2: Olympic events**

By the time Pindar and Myron reached Olympia, the greatest Greek athletes were already there and ready to **compete**. All of the athletes were men. There were no events for women—only their horses were allowed to **compete** in the horse and chariot races.

[Ask students: “Is it still this way in the modern Olympics?” Reinforce the fact that now women compete in the Olympic Games.]

In the first Olympic Games, there were only footraces, or running races. Later came events like wrestling, boxing, racing horses and chariots, throwing the heavy stone discus, and throwing the javelin, a type of long spear.

[If available, show students pictures of each of these competitions.]

Tell your partner three Olympic events you would like to compete in. Then tell your partner which event you would like to **compete** in the most.

[Allow thirty seconds for students to talk. Then call on several students to share the event their partner would like to compete in the most.]



◀ **Show image 4A-5: Ancient Olympic victor with laurel crown**

Victory in a competition gave the winners and the city-states they came from great pride. An Olympic champion received a ring of laurel leaves to wear on his head. He would be a hero in his city’s history. And many cities awarded a lot of money to their champions. But most importantly, all of the Olympic athletes loved the sport they competed in.



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

Some things have not changed in the Olympics since they first started in ancient Greece. Today, there are still Olympic Games held for athletes to compete in different sports. The Summer Olympics are still held every four years, but now there is also the Winter Olympics, which are held every two years after the Summer Olympics. The location of the Olympic Games also changes each time. They have been in Seoul, Korea; Atlanta, Georgia; and Athens, Greece.

[Show these locations on the world map or globe.]

Men—and now women—from all over the world travel to the chosen city to **compete**. Even if their countries are not getting along, people set aside their conflicts, just as in the ancient days, in honor of the **grand** Olympic Games.

If you have seen the Olympics Games before, tell your partner about it.

[Allow thirty seconds for students to talk. Then call on a few students to share what they have seen.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* Who were Myron and Pindar?

- Myron was a sculptor from Athens. Pindar was a poet from Thebes.

2. *Evaluative* How were Myron and Pindar similar?

- They were both artists; they both honored athletes, etc.

How were they different?

- They created different types of art; they were from different city-states; Myron liked to be at the Olympic Games to actually see the athletes, but Pindar felt he did not have to be at the Games to write a poem about athletes.

3. *Literal* What was the only event at the first Olympic Games?

- Footraces, or running races, were the only event at the first Olympic Games.

4. *Inferential* Now what types of events are part of the Olympic Games?

- Now there are horse races, discus throw, wrestling, ice skating, etc. Answers may vary.

5. *Evaluative* How are the Olympic Games today the same as the first Olympics held in ancient Greece?

- The champions today receive fame; conflicts are set aside for countries to gather together; etc.

How are they different?

- The Games today are held every two years alternating between winter games and summer games; they are in a different city every time; they have both male and female athletes; the champions don't receive money for winning; the champions wear medals instead of laurel wreaths; etc.

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

Sentence frames

I think that it does/doesn't take a lot of determination because ...

... and that is why I think it does/doesn't take a lot of determination.

To make it to the Olympic Games, I think ...

6. *Evaluative Think Pair Share:* Do you think it takes a lot of determination to make it to the Olympic Games? Why or why not? [Determination is a strong decision or desire to do something.]

- Answers may vary.

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

Word Work: Grand

1. In the read-aloud you heard Pindar say, "Everyone can safely go to and return from the Olympic Games, so that all may gather to take part in this *grand* event to honor Zeus and the other gods."
2. Say the word *grand* with me three times.
3. If something is grand, it is very impressive in size and looks.
4. Philip walked into the castle and saw that everything in it was so grand.
5. Have you ever experienced something grand? Use the word *grand* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses:
"_____ was grand because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe something. If what I describe is impressive in size or looks, say, “That is grand.” If what I describe is not impressive in size or looks, say, “That is not grand.” I may call on a few of you to share your reasons why you think something is or is not grand. (Answers may vary for all. Call on two students to share their reasons for each statement.)

1. an Olympic athlete
2. the local playground
3. the ocean
4. a royal ball or dance

[Invite students to make up their own examples and non-examples of *grand*.]



Complete Remainder of the Lesson Later in the Day



The Olympic Games

2D
Day 2 of 2

Extensions

20 minutes

Saying and Phrases: Where There's a Will There's a Way

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

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

Group Research: The Modern Olympics

- Using a list of websites pre-approved by you, have small groups of students search these sites to find out more about the Olympics and/or Paralympics.

- Using a set of picture books about the Olympics, have small groups of students look through these books to find out more about the Olympics and Paralympics.
- Students should come together and share what they have learned. Have each group report to the rest of the class about what they learned from their research. This can be done orally, with drawings, or in writing.

[You may choose to continue this activity during the Pausing Point and/or Culminating Activities]



Sparta

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Define the term *city-state*
- ✓ Describe the city-state Sparta

Language Arts Objectives

This list contains objectives aligned to the Common Core State Standards addressed in this lesson. Refer to the Alignment Chart in the Introduction for standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast life in ancient Greece and life in Sparta (RI.2.9)
- ✓ Build on partner's talk by asking and answering questions related to the read-aloud in shared language exercises (SL.2.1b)
- ✓ Produce different types of sentences in a conversation activity based on read-aloud content (L.2.1f)
- ✓ Capitalize geographic names, such as *Sparta* (L.2.2a)
- ✓ Use sentence-level context as a clue to the meaning of *camps* (L.2.4a)
- ✓ Identify real-life connections between words and phrases—*military*, *in order to*, *camp*, and *permanently*—and their use (L.2.5a)
- ✓ Give an example of *permanently* and its antonym—*temporarily* (L.2.5a)

Core Vocabulary

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

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

Variation(s): conquests

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

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

Variation(s): councils

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

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

Variation(s): discomforts

permanently, adv. Continuing in the same way without change; for all time

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

Variation(s): none

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

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


Variation(s): none

Vocabulary Chart for Sparta			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	city-state conquest council law <i>military</i> Sparta	discomfort expect permanently* self-discipline	army attack brave decision difficulties soldier strong war
Multiple meaning	<u>camp</u>		
Phrases	military force	<i>in order to</i> open themselves to	Long before
Cognates	ciudad-estado conquista concilio/consejo Esparta <u>campamento</u> fuerza militar	esperar permanentemente*	ataque decision dificultad soldado

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-3: Spartan Army
2. 5A-1: Lysander at home with mother and sister
3. 5A-4: Spartan council of two kings and twenty-eight elders
4. 5A-2: Father showing Lysander training camp
5. 5A-1: Lysander at home with mother and sister
6. 5A-5: Lysander leaving with Platon
7. 5A-6: Platon explaining training life to Lysander
8. 5A-7: Boys competing for cheese while being watched by commander

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction	Images 1A-4, 5A-1	15
	Where Are We?	Poster 1; Map of Ancient Greece; green crayon	
	Vocabulary Preview: Military, In order to	Image 5A-3	
	Purpose for Listening		
Presenting the Read-Aloud	Sparta	The Ancient Greek Civilization Chart	15
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Camp	Poster 3M (Camp)	20
	Syntactic Awareness Activity: Conversations	Image 5A-5	
	Vocabulary Instructional Activity: Permanently		
	End-of-Lesson Check-In		



Sparta

3_A

Introducing the Read-Aloud

15 minutes



Lesson Introduction

◀ Show image 1A-4: Mountains and valley

- Ask students: “What is a city-state?” (A city-state is an area of land that is like its own little nation with its own leaders and laws.)
- Use Image 1A-4 to explain why ancient Greece developed into city-states. Review with students how the high and rugged Greek mountains split Greece into many areas of land. Each area became its own little nation with its own leaders and rules.
- Review that because the Greeks were divided geographically, they did a lot of things independently of one another.



◀ Show image 5A-1: Lysander at home with mother and sister

- Invite students to describe who and what they see in the picture.
- Tell students that today’s lesson is about a city-state called Sparta. [Point to Lysander at the window.]
- Introduce the child narrator—Lysander (liss-SAND-ur)—to the students. Tell them that it is Lysander’s seventh birthday, and when a boy in the city-state of Sparta turned seven, his life changed forever.
- Draw the students’ attention to the soldiers. Ask: “What kind of job do you think the Spartan men had?” (Spartan men were soldiers.)

Where Are We?

- Tell students that Lysander lived in the city-state of Sparta. Show students where Sparta is on Poster 1 (Map of Ancient Greece).
- Have students find Sparta on their map of ancient Greece. Tell students to fill in the word *Sparta* on the blank. Then have them circle Sparta in green.
- Say to students: “Talk to your partner about Sparta’s location.” (Sparta is south of Mount Olympus, east of Olympia, north of Crete.)

Vocabulary Preview

Military



◀ Show image 5A-3: Spartan army

1. The people of Sparta wanted to make their city-state the strongest *military* force in the world, so that no one would be able to attack them or fight back against them.
2. Say the word *military* with me three times.
3. The military is the armed forces—a country's army, navy, air force, or marines. When you hear the word *military*, you will know it has to do with protecting a country, soldiers, or war.
4. Sparta had the strongest military in ancient Greece.
When soldiers are hurt in battle, they get sent to the military hospital.
5. Tell your partner what you think of when you hear the word *military*.
Use the word *military* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

In order to

1. The people of Sparta tried to make or grow everything they needed *in order to* survive.
2. Say the phrase *in order to* with me three times.
3. You use *in order to* to show that something must be done for something else to happen.
4. In order to conquer more land, Sparta needed a big and strong army.
Children need to eat well and sleep well in order to stay healthy.
5. Tell your partner something you do in order to stay healthy. Use *in order to* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn about an ancient Greek city-state called Sparta. The main purpose of this read-aloud is to describe Sparta and to show that Sparta was a military state. Tell students to listen to find out more about what happens to a young Spartan boy named Lysander when he turns seven.

By the end of the lesson, students should be able to:

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



Sparta

◀ Show image 5A-3: Spartan army

Long before the time of Lysander (liss-SAND-ur), Sparta was like the other Greek city-states. The people of Sparta had similar jobs like the people of other parts of Greece.

What kinds of jobs did the people of ancient Greece have?

[You may wish to refer to The Ancient Greek Civilization Chart and show the image cards in the “Jobs” box. (The people of Sparta were farmers, shepherds, seafarers, and also merchants.)]

But when there were too many people living in Sparta, the city-state decided to attack another city in order to have more land and food. The Spartans fought a long war of **conquest** against this city. The Spartans tried very hard to win and take its land.

This war was so difficult to win that the people of Sparta decided, “We will rebuild our city and make Sparta the strongest military force in the world. No one will be able to attack us or fight back against us. We will make all of Sparta into one great fighting city! In order to do this, every Spartan must contribute to this fighting city. All of our men will be soldiers. They will be the strongest and greatest soldiers in all of Greece. Our women will be strong, too—but their jobs will be different. The women must be able to give birth to many children and do the most difficult jobs at home while the men are off fighting.”

[Ask students: “What does Sparta want to become?” (Sparta wants to become the greatest military force in the world.)]



◀ Show image 5A-1: Lysander at home with mother and sister

Sparta became a “closed society.” That means the Spartans did not do business or trade with other parts of Greece. Instead, they tried to make or grow all they would need in order to survive on their own land.

Discuss with your partner what things the Spartans might need in order to survive, or stay alive.

[Allow thirty seconds for students to talk. Then call on a few partner pairs to share their ideas.]

Sparta was a “closed society” that was not open to other city-states. The people of Sparta did not want to open themselves up to a possible attack by another city-state.

Compared to our life today, the Spartan way of life was hard. The Spartans had a lot of **discomforts** and had to accept many difficulties. We use the word *Spartan* today to describe people who have been through difficulties that force them to be strong in their bodies and their minds. A *Spartan* is someone who has a lot of **self-discipline**. A Spartan is someone who is determined to improve him or herself even if it means he or she will have to experience pain and discomfort.



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

The government of Sparta totally changed the way their people lived in order to make Sparta the strongest military force in all ancient Greece. Not many people got to vote on how the government would work or what it would do. Women were not allowed to vote at all. Only a few men were allowed to make decisions.

[Point to the men in the picture. Tell students that these were the men that made the decisions for Sparta.]

There were two kings instead of one, so that one person could not hold all of the power for himself. And if one king died in war, the other would still be alive in order to lead the Spartans.

[Have a student point out the two kings in the picture.]

There were also twenty-eight elders who had to be at least sixty years old. The elders had to be old, so they would have enough life experience and wisdom to help the kings.

[Have a student point out the elders surrounding the king.]

The two kings and the twenty-eight elders formed a **council**. This **council** made the decisions and passed laws for the city-state.



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

One law that the **council** passed was that at the age of seven, all Spartan men were to serve **permanently**—and for all time, forever—in the Spartan army. They had to live **permanently** in army camps. The men were only allowed to see their families once in a while. Here

Lysander's father has come to visit him. His father showed him the army camp for Spartan men and explained, "When you turn seven, you will begin your life in the army. You must make yourself as strong, as fast, and as tough as you can. I expect you to run long distances, I expect you to climb steep mountains, and I expect you to swim in rough waters. I expect the best from you."



◀ **Show image 5A-1: Lysander at home with mother and sister**

Lysander was ready. This was his seventh birthday, and also the birthday of his twin sister, Disa (*DEE-suh*), whose name means "double." This would be their last birthday celebration together, for when a boy in the city-state of Sparta turned seven, his life changed forever.



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

As he celebrated his seventh birthday, Lysander thought, "Today I will leave my home to begin practicing to be a soldier." Later in the day, a large Spartan soldier came to the house to lead Lysander away. He was Platon (*platt-ahn*), which means "big and wide shoulders" in Greek.

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



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

As Lysander marched off with Platon, the soldier told him, "Your father and I served together in a war. In fact, your father saved my life. So when I heard his son was going to join us, I wanted the chance to bring you to your new home. I wanted to take you to the army camp."

Platon continued, "Life at the army camp will be very different from your life at home. It will be difficult and there will be many **discomforts**. They will take away your shoes so that you will learn how to march and run barefoot in an emergency. You will get rough, old clothing to wear. It's not comfortable. You need to get used to the **discomfort**."



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

“As for the food,” Platon grinned, “there’s not enough to fill you up. But sometimes the soldiers will offer you and the other boys some nice, fresh cheese—if you can get to it. Only the bravest and strongest boys will be able to get the cheese.”

“Or the hungriest,” Lysander said.

Platon smiled at Lysander and said, “I think you are going to do just fine.” And they marched onward together.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* Which city-state is today’s read-aloud about?
 - Today’s read-aloud is about the city-state of Sparta.
2. *Inferential* What is unique about Sparta?
 - Sparta is unique because of its strong military force, it is a “closed society,” it has two kings instead of one king, all men serve in the army permanently, etc.
3. *Inferential* What are some adjectives and other words you could use to describe life in Sparta?
 - Life in Sparta was harsh, the people of Sparta were self-disciplined, they did not live comfortably, they were tough, the soldiers were strong and brave, etc.
4. *Literal* Who is the main character in the read-aloud?
 - The main character is Lysander.
5. *Literal* What happened when Lysander turned seven?
 - He had to leave his family and go to the army camp.

6. *Literal* Who made the laws in Sparta?

- The two kings and twenty-eight elders who formed a council made the laws in Sparta.

7. *Evaluative* Why do you think countries have a military?

- Answers may vary but may include that the military protects a country from invasion and also helps during other emergencies.

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

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

Sentence Frames:

Would you like to be Lysander?
(Yes/No)

I would rather be _____.

I would rather be _____
because . . .

8. *Evaluative* Would you rather be Lysander, or his sister, Disa? Why?

- Answers may vary.

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



Complete Remainder of the Lesson Later in the Day



Sparta

3_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Camp

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Camp).] In the lesson you heard that “[A]ll Spartan men served permanently in the Spartan army and lived in army *camps*.” Which picture shows the *camp* that means a place for soldiers to train and live?
2. *Camp* can also mean something else. It is a place some children go during the daytime in the summer. Have you ever attended a summer camp, music camp, or art camp? Which picture shows this kind of *camp*?
3. Camp also means to stay or live in a tent at a campsite. Have you ever gone camping? Which picture shows this kind of *camp*?
4. [Point to the Spartan camp.] With your partner, talk about what you think of when you see this kind of *camp*.
 - Answers may vary (e.g., *I think of army, soldiers, boys, fighting, Sparta, tough, etc.*).
5. [Point to the summer camp.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share.
 - Answers may vary (e.g., *I think of summertime, kids, fun, and various types of summer camp activities*).
6. [Point to the children camping.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share.
 - Answers may vary (e.g., *I think of tent, outdoors, forest, chilly, insects, campfire, and marshmallows*).

↔ Syntactic Awareness Activity

Conversations



◀ Show image 5A-5: Lysander leaving

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

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

1. First, one of you should make up a question that Disa might be asking Lysander. [Interrogative]
2. Then, your partner should answer that question in detail and with a complete sentence. [Declarative]
3. Next, one of you should make a question that Lysander might be asking Disa. [Interrogative]
4. Then, your partner should answer that question in detail and with a complete sentence. [Declarative]
5. Then, each of you should make up a command or direction that Lysander gives to Disa. [Imperative]
6. Finally, each of you should make up a sentence that either Lysander or Disa says to show excitement or emotion. [Exclamatory]

Extending the Activity

- Partner pairs practice and act out a coherent conversation using different kinds of sentences.
- Home-language peers make up different kinds of sentences in their home language.

↔ Vocabulary Instructional Activity

Word Work: Permanently

1. In the read-aloud you heard, "All Spartan men served *permanently* in the Spartan army and lived in army camps."
2. Say the word *permanently* with me three times.
3. If something is done permanently, it is done for all time.

4. After Wendy's dog ruined the couch, he lived permanently in the dog house outside.
5. Can you name some things that exist or stay in one place permanently? Try to use the word *permanently* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ exists/stays in one place permanently."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *permanently* is *temporarily*. If you do something permanently, you always do it, but if you do something temporarily, you only do it for a certain amount of time, and then you stop. During the school year, I am permanently assigned as your teacher, but a substitute is temporarily assigned when I am absent. Tell your partner about something you do permanently and something you do temporarily. Remember to use complete sentences, and be sure to use the words *permanently* and *temporarily* as you share.

10 End-of-Lesson Check-In

Sparta

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the military city-state Sparta.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud.
- Students may also choose to write about a few things that they learned and share that with their partner.

Items to look and listen for:

- The word *military*
- The words *in order to*
- The word *camps*
- The word *permanently*
- Any information about Sparta



Athens

4

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Define the term *civilization*
- ✓ Define the term *city-state*
- ✓ Describe the city-state Athens
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Compare/contrast life in Sparta and Athens
- ✓ Describe how the contributions of ancient Greek civilization have influenced the present

Language Arts Objectives

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

Students will:

- ✓ Compare and contrast life in Sparta and Athens (RI.2.9)
- ✓ With assistance, categorize and organize facts and information from “Sparta” and “Athens” onto the Ancient Greek Civilization Chart (W.2.8)
- ✓ Add drawings to recount details and ideas from “Sparta” and/or “Athens” to clarify ideas, thoughts, and feelings about the content of the read-aloud (SL.2.5)
- ✓ Capitalize geographic names, such as *Athens* (L.2.2a)
- ✓ Identify real-life connections between words—*government*, *citizen*, and *democracy*—and their use (L.2.5a)

- ✓ Review the meaning of common sayings and phrases, such as “Where there’s a will there’s a way” (L.2.6)

Core Vocabulary

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

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

Variation(s): achieves, achieved, achieving

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

Example: The pyramids in Egypt have a unique architecture.

Variation(s): none

assembly, n. A group or meeting of many people

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

Variation(s): assemblies

debated, v. Discussed or argued different points of view

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

Variation(s): debate, debates, debating

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

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


Variation(s): democracies

Vocabulary Chart for Athens			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	architect architecture assembly Athenian Athens <i>citizen</i> democracy* <i>government</i> merchant Parthenon	achieve benefit contribution conversation debated elected inventions	art leader science vote
Multiple meaning			
Phrases	central marketplace independent thinking	focused on	
Cognates	arquitecto(a) arquitectura la asamblea Atenas democracia* <i>gobierno</i> Partenón mercado central	beneficio contribución conversación debater invención elegir	arte ciencia votar

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell it Again! Read-Aloud Anthology*.

1. 7A-1: Hiero and Dion talking in front of the agora
2. 7A-2: Dion and Hiero admiring Parthenon
3. 7A-3: Busy Athenian city
4. 7A-4: Pericles passing Hiero and Dion
5. 7A-5: Athenian government
6. 7A-6: Athenian women working and managing the house
7. 7A-7: Dion and Hiero watching Pericles

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction	Images 5A-1, 6A-5	15
	Where Are We?	Poster 1; Map of Ancient Greece; green crayon	
	Vocabulary Preview: Government, Citizen		
	Purpose for Listening		
Presenting the Read-Aloud	Athens	Poster 1; world map or globe; images of a screw, watermill, catapult, plumbing	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Democracy		
 Complete Remainder of the Lesson Later in the Day			
Extensions	The Ancient Greek Civilization Chart	Image Cards 11, 13, 15–19; The Ancient Greek Civilization Chart; image sheet	20
	Drawing the Read-Aloud	drawing paper, drawing tools	

Advance Preparation

Bring in pictures of several Athenian inventions such as a screw, watermill, catapult, and plumbing.



Athens

4_A

Introducing the Read-Aloud

15 minutes



Lesson Introduction

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

- Point to Athena at the center of the picture.
 - Have students say *Athena* with you.
- Ask if they have heard the name Athena before. (Students heard of Athena in Lesson 1D. She is the goddess of wisdom and war.)
- Tell students that today's read-aloud is about another city-state—Athens.
 - Have students say *Athens* with you.
- Ask if they hear anything similar between Athens and Athena. This city-state is named Athens in honor of Athena. The goddess Athena said to the people of Athens, “And I tell you this as the goddess of war: The olive branch will become a symbol of peace. Pray to me when you are in danger, and I will protect you.”



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

- Tell students that Hiero (*HERO*)—to the left and Dion—to the right, are Athenians, citizens of Athens. To be citizens of Athens means that they lived in and belonged to Athens.
- Tell students that Hiero is an architect—or someone who designs and plans out how to make buildings. Dion is a merchant—or someone who sells and buys things from other lands.
- Tell students that they will learn more about Athens through these two Athenians.
- Say to students: “Describe what you see in this picture with your partner. How is it different from the pictures of Sparta?” You may wish to show image 5A-1 for comparison. Allow thirty seconds for students to talk. Call on two partner pairs to share.

Where Are We?

- Tell students that Hiero and Dion lived in the city-state of Athens. Show students where Athens is on Poster 1 (Map of Ancient Greece).
- Have students find the blank for Athens on their map of ancient Greece. Tell students to write in *Athens* on the blank and then circle Athens green.
- Say to students: “Talk to your partner about Athens’s location.” (Athens is south of Mount Olympus, east of Olympia, east of Sparta, north of Crete.)

Vocabulary Preview

Government



◀ Show image 7A-5: Athenian government

1. Year after year the Athenians chose who would lead their *government*.
2. Say the word *government* with me three times.
3. A *government* is the group of people who make the laws and control the country, state, or city.
4. Sparta and Athens had very different types of government. The president of the United States of America is the chosen leader of the U.S. government.
5. Tell your partner what you think of when you hear the word *government*. Use the word *government* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

Citizen

1. Hiero and Dion were *citizens* of Athens; Athens was their home.
2. Say the word *citizen* with me three times.
3. To be a citizen of a place means that you live there and belong to that place.
4. The citizens of Athens respect and honor Athena. Eileen’s uncle had to live in the same country for five years before he could become a citizen of that country.
5. Tell your partner which country you are a citizen of and whether you know of anyone who is a citizen of another country. Use *citizen* when you tell about it.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn about an ancient Greek city-state called Athens. The main purpose of this read-aloud is to describe Athens and identify Athens as the birthplace of democracy. Tell students to listen to find out more about the contributions of this city-state.

By the end of the lesson, students should be able to:

- ✓ Describe the city-state *Athens*
- ✓ Explain what the Parthenon was
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Compare/contrast life in Sparta and Athens
- ✓ Describe how the contributions of ancient Greek civilization have influenced the present



Athens

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

Hiero (*HERO*) and Dion were on their way to Dion's home. On the way, they passed through the central marketplace of Athens. The two young men stopped to buy some olives at a farmer's booth—or table—that was underneath the branches of two old olive trees.



◀ Show image 7A-2: Dion and Hiero admiring Parthenon

Dion turned to look up at the top of the high hill.

“Hiero,” Dion asked, “have you ever seen anything more beautiful than the Parthenon [*PAHR-thuh-nahn*—the temple for the goddess Athena?”

[Point to the Parthenon. Mention that there is a golden statue of Athena standing in the Parthenon. The Parthenon was built to honor Athena.]

“My father and I traveled to many wonderful places on our trading voyages around the Mediterranean Sea—but I never saw anything as beautiful as the Parthenon.”

Hiero agreed as he looked up at the magnificent temple for Athena.



◀ Show image 7A-3: Busy Athenian city

Sparta focused on self-discipline and creating a strong military; however, the Athenians focused on other things. The people of Athens focused on art, science, and **architecture**—or the design of buildings. The ancient Greeks created inventions that would improve in later civilizations. The Greeks invented the screw, the watermill, the catapult, and even plumbing.

[Show images of these items to students. Ask if they have seen these items in use today. Remind students that these are contributions of the ancient Greek civilization that are still used today.]

The Athenians were able to make so many contributions to the world because of their belief that human beings could **achieve**—or successfully complete—anything if they tried their best. The Athenians believed in the saying “where there’s a will, there’s a way.” Even if they failed, they would not be ashamed because they knew they tried their best. Athenians like Hiero and Dion believed in the benefit—or good—of independent thinking, or thinking for oneself.

Share with your partner about a time you **achieved** something by setting your mind to do it and trying your best. After you have finished sharing, your partner can ask you one question to get more information from you.

[Allow one minute for students to talk. Ask a few volunteers to share their experience.]



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

This kind of independent thinking led to the greatest ancient Greek civilization contribution of all—greater than the art, **architecture**, or the Olympic Games—the gift of **democracy**.

In a **democracy**, people choose their leaders. As Hiero and Dion continued walking on that sunny afternoon, they glanced—and quickly looked—ahead. Guess who they saw?

[Point to Pericles.]

They saw the man they had chosen—and voted for—year after year.

“It’s Pericles (*PAIR*-uh-klees)!” Hiero exclaimed. Pericles was the man the Athenians had elected—or voted for—to lead their government. Pericles held great power. He was both an army general and the leader of their government. However, like all Athenian leaders, he had to be chosen, or voted for, by the people every year. If the Athenians did not like the job he was doing, they could stop voting for him and vote for another person.

Have you ever voted for something before? What was it for?

[Call on a few students to share.]



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

In the past, Athens had been ruled by a king. Then, several nobles—or rich men who were related to the king—started to rule instead of the king. Finally, a new leader came along. He thought every citizen should be able to be part of the government. He wanted to give citizens the right to vote. He believed that citizens could be part of the **assembly**, a large group of men who **debated**—or discussed and argued their different points of view. The **assembly** would create the laws for Athens.

However back then only men who were rich and were born in Athens could be citizens. Women were not considered citizens and could not vote or be part of the **assembly**.



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

Athenian girls also could not attend school as the boys did. For Athenian women, it was more important that they learn to cook, sew, and clean. However, all well-educated young ladies learned some mathematics at home so they could take care of their family's money and decide how to spend the money. Although girls were not allowed to attend school, many girls did learn to read and write. Many Athenian women were admired for their intelligence and learning.

Most Athenians knew that a woman friend of Pericles wrote many of his famous speeches for him. However, she was not allowed to listen to him speak those words in the **assembly**, and she was not allowed to vote for the laws he suggested.

Discuss with your partner whether or not you think this was fair? If you were a girl in Athens at that time, would you choose to learn mathematics, reading, and writing at home?

[Allow thirty seconds for students to talk. Then call on a few students to share their opinions.]



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

Dion and Hiero were about to leave the central marketplace when Dion saw Pericles talking with two other men. "Who are those two men with him?" Dion asked Hiero.

Hiero peered and looked above the heads of others in the crowd. "Pericles is chatting with one of the greatest writers in the world and the artist who designed the statue of Athena in the Parthenon!" Hiero excitedly answered.

He smiled. "Only in Athens could you see a conversation among the greatest leader, a world-famous writer, and such an awesome artist. Don't you wonder what those great men are talking about?"

"Whatever it is," Dion responded, "I'm sure it is a most fascinating conversation."

If something is fascinating, it attracts you and holds your attention. Discuss with your partner what the leader, writer, and artist might have been talking about.

[Allow thirty seconds for students to talk. Call on two partner pairs to share their ideas.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* Which city-state is today's read-aloud about?
 - Today's read-aloud is about Athens.
2. *Inferential* What are some contributions of the ancient Greek city-state Athens?
 - Some contributions of Athens are its art, architecture, scientific inventions, and democracy.
3. *Inferential* What is the greatest contribution of Athens?
 - The greatest contribution of Athens is democracy.
4. *Literal* What is democracy?
 - Democracy is a way of ruling that gives the people the power to choose their leaders and help create their own laws.
5. *Literal* Who was the leader chosen by Hiero and Dion?
 - Pericles was the leader chosen by Hiero and Dion.
6. *Inferential* What could happen to Pericles if the people felt he was not doing a good job?
 - The people could stop voting for him and vote for another person to be their leader.

7. *Literal* Could everyone in Athens vote? Who was allowed to vote and be part of the assembly?
- No, not everyone in Athens could vote. Only men could vote and be part of the assembly.
8. *Evaluative* What is a city-state? What are the two main city-states you have learned about?
- A city-state is an area that has its own leaders and laws. I have learned about Sparta and Athens.

How were they similar?

- They were both city-states; believed in gods and goddesses; only allowed boys to go to school; only allowed men to be part of the government.

How were they different?

- Sparta focused on the military, Athens focused on art, architecture, and independent thinking; Athens was a democracy, Sparta had two kings; Athenians traded with outside lands, Sparta was a “closed society.”

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

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

Sentence Frames

I would prefer to live in Sparta/
Athens because . . .

I do/do not think I would like to live
in Sparta/Athens because . . .

I would rather live in Sparta/Athens
because . . .

9. *Evaluative Think Pair Share:* Which city-state would you have preferred to live in—Athens or Sparta? Why?
- Answers may vary.
10. After today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Democracy

1. In the read-aloud you heard, “The greatest Athenian contribution of all—greater than the art, architecture, or the Olympic Games—the gift of *democracy*.”
2. Say the word *democracy* with me three times.
3. Democracy is a way of governing, or ruling, that gives the people the power to choose their leaders and to help create their own laws.
4. The United States is a democracy because its citizens can vote for their leaders and laws.
5. Do you think our classroom is an example of a democracy? Why or why not? Try to use the word *democracy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think our classroom is/is not a democracy because . . .”]
6. What’s the word we’ve been talking about?

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

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



Complete Remainder of the Lesson Later in the Day



Athens

4_B

Extensions

20 minutes

The Ancient Greek Civilization Chart

The Ancient Greek Civilization Chart		
Jobs Image Card 1 (Olive Trees) Image Card 2 (Sheep) Image Card 3 (Fishing Boat and Harbor)		Contributions Image Card 10 (Modern Olympians) Image Card 11 (The Discus Thrower) Image Card 17 (Lincoln Memorial) Image Card 18 (Athenian Assembly)
Religion Image Card 4 (Mount Olympus) Image Card 6 (gods/goddesses) Image Card 8 (Ancient Olympian) Image Card 16 (Parthenon)		
City-States Image Card 13 (Sparta) Image Card 15 (Athens)	Leaders Image Card 19 (Pericles)	

- Ask students: “What is a civilization?” (A civilization is a group of people living together in a well-organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.)

Note: Use the large class chart to place the image cards. You may wish to have students follow along using their individual charts and cut and paste similar image card pictures onto their chart.

- ✈ Above and Beyond: You may wish to have some students complete this Instructional Master on their own by drawing pictures and/or writing words in each square.
- Show Image Card 11 (*The Discus Thrower*). Ask students what they see. Tell students that this is a picture of a statue of an ancient Greek Olympian throwing a discus. The original statue was made by Myron.

Many people enjoy looking at this statue today. Ask students in which box the image card should go. (“Contributions”)

- Show Image Card 13 (Sparta). Ask students what they see and if they remember the name of this city-state. Ask students what was unique about this city-state. Ask students in which box the image card should go. (“City-States”)
- Show Image Card 15 (Athens). Ask students what they see and if they remember the name of this city-state. Ask what they remember about this city-state. Ask students in which box the image card should go. (“City-States”)
- Show Image Card 16 (Parthenon). Tell students that Athenians showed respect and honor to the goddess Athena by building the magnificent structure called the Parthenon. The Parthenon was a temple built on a high hill in Athens. The temple had a statue of Athena in it. Ask in which box the image card should go. (“Religion”)
- Show Image Card 17 (Lincoln Memorial). Ask students whether this building looks like the Parthenon. Tell students that this is the Lincoln Memorial in Washington, D.C. Tell them that the architecture of the Parthenon can be seen in many U.S. government buildings today. Ask in which box the image card should go. (“Contributions”)
- Show Image Card 18 (Athenian Assembly). Ask students what they see. Ask what type of government this illustration represents. (democracy) Prompt students to recall that Athens is the birthplace of democracy, a type of government we have today. Ask in which box the image card should go. (“Contributions”)
- Show Image Card 19 (Pericles). Ask students who they see. Remind students that Athenians voted for their leaders. Ask in which box the image card should go. (“Leaders”)

10 Drawing the Read-Aloud

Have students choose to draw a scene from either the lesson on Sparta or the lesson on Athens. You may wish to review some images from each lesson to refresh students’ memory of the two city-states. They should write the name of the city-state, or a title with the name of the city-state on it, at the top of the page. After they have finished drawing their scene, have them write either a caption or a sentence that describes their picture.

Have students share their picture and sentence with their partner or home-language peers.



Pausing Point

PP

Note to Teacher

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

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of ancient Greek civilization. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Describe the terrain of ancient Greece
- ✓ Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map
- ✓ Define the term *civilization*
- ✓ Define the term *city-state*
- ✓ Identify ancient Greece as the site of the original Olympic Games
- ✓ Describe the Olympic Games of ancient Greece
- ✓ Describe how the contributions of the ancient Greek civilization have influenced the present
- ✓ Describe the city-state Sparta
- ✓ Describe the city-state Athens
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Compare/contrast life in Sparta and Athens

Student Performance Task Assessment

10 Venn Diagram

Materials: Instructional Master PP-1

Tell students that they are going to use a Venn diagram to compare and contrast two city-states they learned about—Sparta and Athens. Remind them that to *compare* is to tell how they are similar, almost the same. To *contrast* is to tell how they are different, not the same.

Write the following words and phrases on the board for students to use:

city-state

army camps

ancient Greece

democracy

Lysander

Myron

[Students may also suggest some words or phrases for you to write on the board.]

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–18

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

lived there. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Introduction for further exploration of the ancient Greek civilization.

Mount Olympus Read-Alouds

Materials: *Tell It Again! Read-Aloud Anthology for The Ancient Greek Civilization* Lessons 2 and 3

Read the story about the twelve gods and goddesses of Mount Olympus.

Athens and the Olive Tree Read-Aloud

Materials: *Tell It Again! Read-Aloud Anthology for The Ancient Greek Civilization* Lesson 4

Read the story about how Athens got its name.

Olympian Gods and Goddesses Song and Chant

Materials: Instructional Master 1D-2

Help students to remember the names and powers of the Olympian gods and goddesses. Try incorporating motions related to the god's or goddess's power while singing the song.

Group Research Project—The Olympics/Paralympics

Continue this project from Lesson 2.

Using a Map

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

Ask a volunteer to point out the area of ancient Greece on a world map or globe. Using Poster 1, review the geography of ancient Greece. Have students point out the Black, Aegean, and Mediterranean seas. Ask students why these seas were so important to the ancient Greeks. Prompt them to recall that they were used for fishing, trading, and exploring. Have a volunteer point to the island

of Crete, and ask students what job most Greeks had on this island. Prompt them to recall the term *seafaring*. Remind students that many different people doing different jobs is a component of a civilization. Point to Athens and Sparta, and ask students what they recall about these city-states. Point out Mount Olympus, and ask students why this mountain was important to the ancient Greeks. Point to the sacred city of Olympia, and ask students what important event happened there every four years, and in whose honor these games were performed. Prompt them to recall that the first Olympic Games were held in honor of Zeus, the king of the gods and goddesses.



Writing Prompts

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

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

The Parthenon

Materials: Image Cards 16 and 17

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

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

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

The Olive Tree

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

Show students Image Cards 1, 5, and 14, and ask them what they see. Ask students if they have ever eaten an olive or had food cooked or prepared with olive oil. Allow them to share what they have learned about the olive tree and its fruit. You may wish to bring in a variety of olives or olive oil and bread (for dipping) for students to sample.

Note: Be sure to follow your school's policy in terms of bringing food into the classroom.

Remind students that the rugged terrain of Greece did not make farming easy for the ancient Greeks, but that they were able to grow olive trees in groves because these trees are hardy and able to grow in difficult environments. Tell students that many groves of olive trees still grow in Greece today.

The Discus Thrower

Materials: Flying disc

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

- What do you see? (It is a statue called *The Discus Thrower*, and it was first made by the sculptor Myron.)
- What is this figure doing? (He is trying to throw a discus as far as possible. The discus was made of stone and took tremendous strength to throw.)
- Do you think he will throw the discus far? Why or why not? (Answers may vary.)

- What would your body look like if you were throwing a ball or a flying disc? (Answers may vary.) [Have a few volunteers hold a flying disc and pose like the athlete in the sculpture. Be sure to explain that the stone disc was much heavier and was very difficult to throw.]
- Do you think that the sculptor Myron accomplished his goal to capture the look and feel of the athlete as he was throwing the disc? (Answers may vary.) [Explain that although this sculpture is accurate in the anatomy and pose, it is not meant to be an exact portrait, because it does not show any strain in the expression of the athlete. Explain that, instead, it is meant to capture an ideal expression of the Olympic spirit and of Greek beauty.]

Olympic Games

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



Battle of Marathon

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Explain the significance of the Battle of Marathon
- ✓ Describe how the contributions of the ancient Greek civilization have influenced the present

Language Arts Objectives

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

Students will:

- ✓ Describe the connection between the Battle of Marathon and present-day marathons (RI.2.3)
- ✓ Plan a narrative as a class—include character, setting, and plot (W.2.3)
- ✓ Identify real-life connections between words—*marathon*, *avoid*, and *tribute*—and their use (L.2.5a)

Core Vocabulary

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

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

Variation(s): avoids, avoided, avoiding

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

Example: Runners from around the world compete in the New York City Marathon each fall.

Variation(s): marathons

mercy, n. An act of compassion or kindness

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

Variation(s): none

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

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

Variation(s): none

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

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


Variation(s): tributes

Vocabulary Chart for The Battle of Marathon			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	Athens/Athenian marathon (race) Marathon (place) Miltiades Persia/Persian Pheidippides Sparta/Spartans surrender	avoid mercy punish purposely tribute*	army help middle miles
Multiple meaning	general plain	defeated fleet	fight
Phrases	fought for freedom King Darius in memory of long-distance race	call on weakest part	circle around fastest runner on their own too late
Cognates	Atenas/Ateniense maratón Maratón Persia/Persa Esparta/Espartano general en memoria de	evitar a propósito tribute*	medio

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Athenian soldier sounding the alarm
2. 8A-4: Persians
3. 8A-2: Miltiades addressing the generals and Callimachus
4. 8A-3: Pheidippides beginning his run
5. 8A-5: Pheidippides approaching Spartan kings
6. 8A-6: Greek armies gathering; Pheidippides talking with generals
7. 8A-8: Greeks attacking Persians
8. 8A-9: Greeks victorious; Persians sailing away
9. 8A-10: Pheidippides falling and announcing victory
10. 8A-11: Photo of a marathon race today

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction		15
	Where Are We?	Poster 1; Map of Ancient Greece; green and red crayons	
	Vocabulary Preview: Marathon, Avoid		
	Purpose for Listening		
Presenting the Read-Aloud	The Battle of Marathon	Poster 1	15
Discussing the Read-Aloud	Comprehension Questions	Poster 1	10
	Word Work: Tribute		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Writing a Fictional Narrative: Plan	Instructional Master 5B-1; chart paper, chalkboard, or whiteboard; drawing tools	20
Take Home Materials	Family Letter	Instructional Masters 5B-2 and 5B-3	

Advance Preparation

Prepare a copy of Instructional Master 5B-1 (Brainstorming Map) for each student. Copy the Brainstorming Map onto a large piece of chart paper, a chalkboard, or a whiteboard.

Note to Teacher

For Extensions, your class will plan their own fictional narrative based on the read-aloud content they have heard.



Battle of Marathon

5_A

Introducing the Read-Aloud

15 minutes

Lesson Introduction



◀ Show image 8A-4: Persians

- Tell students that they are going to hear about another large civilization that existed in the time of the ancient Greeks. These people were called Persians. [Invite a student to point to the Persians in the image. Have students say *Persians* with you.]
- Explain that the Persians were ruled by a king named King Darius (duh-*RYE*-us). [Ask students who they think is King Darius in the image.]
- Point to the Persian Empire on Poster 1. Explain that this empire was very large and powerful and had conquered—or taken over—many areas near where the ancient Greeks lived. Now the Persians want to conquer ancient Greece. This led to many battles that are known as the Persian Wars.
- Explain that a battle is a fight between two groups during a war. Two countries or two groups of people go to war to force the other to give them their land or resources. They also go to war against each other to prove that they have more power. Tell students they will learn about three battles from the Persian War.



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

- Ask students: “What is happening in this picture?”
- Tell students that the first battle they will hear about is called the Battle of Marathon.
 - Have students say *Battle of Marathon* with you.
- The Battle of Marathon was mainly between the Athenians and the Persians. Explain that the Persians were upset at the Athenians for helping another Greek city-state fight against Persia. This image shows Miltiades (mill-*TIGH*-uh-dees), an Athenian general—one of the

leaders of the army—planning with other generals about whether or not Athens should go to battle against the Persians. A big problem was that the Persian soldiers outnumbered the Athenian soldiers. There were many, many more Persian soldiers than Athenian soldiers.

- Have students predict whether or not the Athenians will go to battle against the Persians. Take a quick class tally.

Where Are We?

- Tell students that the Persian Wars happened in ancient Greece. The soldiers from Persia invaded—or came into—ancient Greece.

[Point to the Persian Empire and then to ancient Greece on Poster 1.]

- Have students find the Persian Empire on their map of ancient Greece and circle it red.
- Say to students: “Talk with your partner about the Persian Empire’s location.” (It is to the east of ancient Greece; it is across the Aegean Sea. It is in Asia.)
- Tell students that the first battle they will hear about happened on a plain—or large grassy area—in ancient Greece called Marathon.

[Point to Marathon on Poster 1.]

- Have students find the blank for Marathon on their map. Tell them to fill it in with the word *Marathon* and circle it green.
- Say to students: “Talk with your partner about Marathon’s location.” (It is to the northeast of Athens; it is next to the Aegean Sea.)

Vocabulary Preview

Marathon



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

1. In today’s read-aloud you will learn that a twenty-six-mile race is called a *marathon*.
2. Say the word *marathon* with me three times.
3. A marathon is a long-distance race of twenty-six miles. [You may wish to tell students of a landmark that is about twenty-six miles away to give them an idea of the distance of the race. If your school has a track or field that is a quarter mile around, you can also tell them that a marathon would be one hundred and four laps around the field!]

4. The runners have been training and practicing to run the marathon for several months.
It takes determination to run a marathon.
5. Tell your partner whether you would like to run a marathon one day. Discuss what you would need to do in order to prepare for a marathon.

Avoid

1. In today's read-aloud you will hear that the Athenians were scared of the Persians and wanted to *avoid* them.
2. Say the word *avoid* with me three times.
3. To avoid something means to stay away from or keep away from someone or something.
4. The Athenians wanted to avoid war with the Persians.
Carlos is trying to avoid eating too many sweet snacks.
5. Tell your partner what you can do to avoid getting sick.
Tell your partner what you can do to avoid getting in trouble.

Purpose for Listening

Ask students what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on the Persian Wars, in particular the Battle of Marathon. Tell students to follow along closely to see if the Athenians decided to fight and whether they won the victory in this exciting battle.

By the end of the lesson, students should be able to:

- ✓ Explain the significance of the Battle of Marathon

The Battle of Marathon



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

“The Persians are coming!” announced an Athenian soldier.

[Point to the soldier making the announcement. Have students repeat, “The Persians are coming!” with terror and fear.]

King Darius (duh-*RYE*-us)—king of the Persian Empire—had sent an army of Persian soldiers to punish the Athenians for helping other Greek city-states fight against Persia.



◀ Show image 8A-4: Persians

A fleet—or group—of six hundred ships had brought as many as twenty thousand Persian soldiers near a wide, flat plain called Marathon, about twenty-six miles away from Athens.

[Point to Athens and Marathon on Poster 1. Repeat that it is about twenty-six miles from Athens to Marathon.]



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

“There are not enough of us to face them,” moaned an Athenian army general. “Besides, no one can defeat—or beat—the Persian soldiers. Perhaps we should **avoid**—or keep away from—the Persians.”

But another Athenian general, a man named Miltiades (mill-*TIGH*-uh-dees), had a different idea.

[Point to Miltiades. Tell students that the people gathered around the map were Athenian army generals. The army generals will decide whether to go to war with Persia. Ask: “Do you think the generals will decide to go to war with Persia?” Have students hold up one hand for yes and two hands for *no*.]

“I do not think that **avoiding** the Persians is the solution. We must fight for our freedom and for the freedom of our children!”

Another general responded, “The plain—or wide and flat land—of Marathon is a perfect place for the Persians to attack us. There will be nowhere for us to go to **avoid**—or keep away from—their soldiers. If we are to fight the Persians, let us call on—or ask—other Greek cities for help.”

[Ask: “Is this a time of emergency for the ancient Greeks?” Remind students that during emergencies, Greeks from different city-states help each other.]



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

He suggested, “Let us send our fastest runner to Sparta. If the Spartans will help us, we might have a chance.”

It was one hundred fifty miles from Athens to Sparta, and some of the journey included rugged mountains.

[Point to Athens and Sparta on Poster 1. Repeat that it is one hundred and fifty miles from Athens to Sparta.]

The generals knew they would need a runner who was fast and strong.

“Pheidippides (fie-*DIH*-pih-deez) is the one we will send to Sparta,” the generals agreed. So they sent Pheidippides to call on—or ask—the Spartans for help.



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

The strong legs and powerful heart of Pheidippides carried him toward Sparta. He only stopped a few times to drink from streams or rivers. After three days, he reached Sparta and told the two Spartan kings. “You must come with your armies at once, or it will be too late!” Pheidippides explained.

But Spartan kings answered, “We cannot leave before tomorrow. Sparta is in the middle of a religious holiday honoring the god, Apollo, the protector of our cattle. Our law says we must finish before we can leave to fight.”

“By then the battle will be over, and we will be defeated!” Pheidippides exclaimed.

He ran back to Athens as fast as he could to tell the Athenians the bad news that they would be on their own—they would need to fight by themselves.



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

Pheidippides arrived and said, “The Spartans cannot help us.” The generals were horrified—they were very scared and worried.

“The Persian army is much bigger than ours, with many more soldiers. We will be defeated for sure—the Persians will definitely win,” a general said fearfully.

“We should surrender and beg for **mercy**! If we surrender now, perhaps the Persians will be kind and not hurt us!” cried another general.

“There will be no **mercy**—or kindness—from the Persians,” said Miltiades. “The Persians are here because we helped other Greeks fight against them. The Persians will not stop until they have defeated us. Let us fight against the Persians!”



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

To their luck, a thousand Greeks from another city-state came to help Athens during this time of emergency. The Greeks had a plan. They spread their army out in a wide line. The Greek generals **purposely** put more men at either end of their wide line, and **purposely** left only a few men in the middle. The Greek general wanted it to look like the middle was the weakest part.

[Point out the gap in the middle.]

Then, shouting a loud battle cry, the Greeks charged.

“Look how weak those fools have left their middle,” laughed the Persian leader. Just as the Greeks had planned, the Persians moved to the middle first and then the Greek forces on the edges circled around the Persians and attacked from the sides.

[Using your finger, trace a circle around the Persian army to show how the Greek army circled the Persian army.]



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

The Persians were defeated. They turned and ran for their ships.

“We have defeated the mighty Persians! We have won the victory! We won!” the Greeks told one another. Then they remembered their families waiting for news at home in Athens.

[Point to Marathon and Athens. Remind students that it is about twenty-six miles from Marathon to Athens.]



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

Pheidippides proudly said, “I shall carry the news.” He started to run towards Athens. As he reached the gates of Athens, the people gathered around him. He was just able to gasp out one word: “Victory!”

Then Pheidippides’ heart stopped beating.



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

In **tribute** to Pheidippides—to honor and remember Pheidippides—the Greeks measured the distance he had run from Marathon to Athens. Those twenty-six miles became the distance of their long-distance races called a **marathon**.

And this is why today we call a long-distance race a **marathon**—in memory of Pheidippides and all those who fought for freedom at Marathon.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is the Battle of Marathon.

2. *Literal* Where is Marathon?

[Have a student point to Marathon on Poster 1.]

How far is Marathon from Athens?

- Marathon is about twenty-six miles from Athens.

3. *Inferential* Why did King Darius want to attack the Athenians at Marathon?

- King Darius wanted to attack the Athenians because he was upset that they helped other Greek city-states fight against Persia.

4. *Literal* Who did the Athenian generals send to Sparta to ask for help?
 - The Athenian generals sent Pheidippides to Sparta.
5. *Inferential* Why did the Athenians ask the Spartans for help?
 - The Athenians asked the Spartans for help because the Spartans are strong and good at fighting battles.

Did the Spartans help?

- No, the Spartans did not help.

6. *Inferential* How did the Athenians win the battle at Marathon?

[Use Image 8A-8 for reference.]

- The Athenians won with the help of a thousand soldiers from another city-state. The Greeks purposely made the middle of their army line look the weakest so they could trick the Persian army to go toward the middle so that the Greeks could surround the Persian army.

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

Sentence Frames:

Did the Greek city-states work together during an emergency?
(Yes/No)

The Battle of Marathon tells me
that the ancient Greeks were . . .

7. *Evaluative Think Pair Share:* What does the Battle of Marathon tell you about the ancient Greek civilization? [Prompt students to think about whether city-states helped each other; how the Greeks used strategy to defeat the Persians; how the Greeks cared for their freedom.]

Word Work: Tribute

1. In the read-aloud you heard, “In *tribute* to Pheidippides, the Greeks measured the distance he had run from Marathon to Athens. Those twenty-six miles became the distance of their long-distance races called a marathon.”
2. Say the word *tribute* with me three times.
3. A tribute is a gift or compliment given to honor the contribution(s) of a particular person or group.
4. Marathon races were named as a tribute to Pheidippides’ twenty-six-mile run from Marathon to Athens.
5. Can you think of a person you would like to give a tribute to? Try to use the word *tribute* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to give a tribute to _____ because . . .”]
6. What’s the word we’ve been talking about?

Use a *Brainstorming* activity for follow-up. Directions: What words come to mind when you hear the word *tribute*. [Write the word *tribute* on the board or chart paper in an oval. Write the students' words on spokes coming out from the oval. If necessary, guide students with words like *respect*, *honor*, *compliment*, and *gift*.]

Why do you think receiving a tribute from someone would be a memorable experience? Remember to answer in complete sentences and be sure to begin your response with "I think receiving a tribute from someone would be a memorable experience because . . ."



Complete Remainder of the Lesson Later in the Day



Battle of Marathon

5_B

Extensions

20 minutes

Writing a Fictional Narrative: Plan (Instructional Master 5B-1)

- Tell students that together you are going to write a narrative paragraph.
- ✈ Above and Beyond: You may wish to have some students use Instructional Master 5B-1 to complete this exercise on their own to write their own narrative.
- Explain that a narrative is a story. Examples of narratives in this domain include the stories they heard about Myron and Pindar going to the Olympic Games and Lysander going away to a Spartan army camp at age seven.
- Remind students that a narrative—or story—has the following elements: characters, setting, and plot.
 - Characters are the people in the story.
 - Setting is the time and place of the story.
 - Plot is what happens in a story and the order it happens.
- Explain that the narrative you are going to write together will be much shorter than the ones they have heard because they are still learning the writing process. But their narrative will have a character, setting, and plot.
- First, choose a character. Tell students that the narrative, or story, is going to be about someone living in the time of ancient Greece. On a piece of chart paper, a chalkboard, or a whiteboard, brainstorm together about different possibilities for characters. As a class, choose a character for your fictional narrative. (The character could be a child or adult; male or female; warrior in the Spartan army; Olympian athlete or observer; merchant; seafarer from Crete; citizen or leader in the Athenian assembly; sculptor; poet; etc.)
- Then, give each student a copy of Instructional Master 5B-1. Copy Instructional Master 5B-1 onto a piece of chart paper, a chalkboard, or a whiteboard. Tell students that they can use this Brainstorming

Map to follow along and copy what you write on your Brainstorming Map on the board. Write the character's name in the center oval. Have students brainstorm individually and then with their partner about what the character does every day. (e.g., goes to school; has a job; stays at home; trains in a military camp; travels; fishes; creates art)

- Have students come up with words and phrases about the character—what they do every day, the view from where they live, the sounds they hear, etc. List out what students say next to your chart.
- Remind students that when they brainstorm, they do not need to write in complete sentences, but instead they should write down whatever comes to mind about the topic.
- Once you have written down everything the students could think of about the chosen character, decide as a class which parts to include in your narrative. Be sure that details about the character, a setting (time and place), and events for the plot are chosen. By the end of this exercise, eight items should be circled.
- Write these eight items onto the surrounding spokes of the Brainstorming Map. Allow time for students to copy these eight items down. Tell them that they will begin the next step of this fictional narrative during another lesson.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-2, and 5B-3.



Battle of Thermopylae

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Define the term *civilization*
- ✓ Explain the significance of the Battle of Thermopylae
- ✓ Describe how the contributions of the ancient Greek civilization have influenced the present

Language Arts Objectives

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

Students will:

- ✓ Describe the connection between the Battle of Thermopylae and how the Spartans are remembered today for their bravery (RI.2.3)
- ✓ With assistance, categorize and organize facts and information from “The Persian Wars, Part I” onto the Ancient Greek Civilization Chart (W.2.8)
- ✓ Ask and answer questions about what a speaker said in order to gather additional information about the speaker’s experience of victory (SL.2.3)
- ✓ Tell about an experience of defeat and victory with appropriate facts and relevant details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Identify and use the past tense of frequently occurring irregular verbs—*win/won* and *run/ran* (L.2.1d)
- ✓ Use sentence-level context as a clue to the meaning of *channel* (L.2.4a)
- ✓ Identify real-life connections between words—*defeat*, *victory*, *channel*, and *prefer*—and their use (L.2.5a)

- ✓ Provide synonyms and antonyms of *prefer* (L.2.5a)
- ✓ Distinguish shades of meaning among closely related verbs related to *prefer* (L.2.5b)

Core Vocabulary

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

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

Variation(s): channels

defeat, v. To win a battle or contest against another person or group

Example: To defeat the enemy was the army's ultimate goal.

Variation(s): defeating, defeats, defeated

deserted, v. Abandoned or left behind

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

Variation(s): desert, deserts, deserting

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

Example: The final basketball shot determined the fate of the game.

Variation(s): fates

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

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


Variation(s): prefers, preferred, preferring

Vocabulary Chart for The Battle of Thermopylae			
Core Vocabulary words are in bold Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	Athens/Athenian Leonidas military navy Persia/Persian Sparta/Spartan Themistocles Thermopylae	bravery defeat deserted fate heroism prefer* <i>victory</i>	army attack bridge hundreds/ thousands soldiers
Multiple meaning	arrow <u>channel</u>		
Phrases	act of courage the last stand at Thermopylae	prefer to	circle around
Cognates	Atenas/Ateniense militar Persia/Persa Esparta/Espartano <u>canal</u> acto de coraje	heroísmo desierto preferir* <i>victoria</i>	atacar soldado

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-1: Xerxes planning attack
2. 9A-2: Persians crossing giant ship bridge
3. 9A-3: Leonidas at the head of the Greek armies at Thermopylae
4. 9A-5: Persian and Greek armies meeting at the narrow pass
5. 9A-6: Leonidas telling other Greeks they will stay
6. 9A-7: Three hundred Spartans standing against thousands of Persians

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image Card 20; The Ancient Greek Civilization Chart	15
	Lesson Introduction		
	Where Are We?	Poster 1; Map of Ancient Greece; green and orange crayon	
	Vocabulary Preview: Defeat, Victory		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Battle of Thermopylae	Poster 2	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 2; Map of Ancient Greece	10
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Channel	Poster 4M (Channel)	20
	Syntactic Awareness Activity: What Changed?		
	Vocabulary Instructional Activity: Prefer	chart paper; index cards; green, yellow, red markers	
	End-of-Lesson Check-In		

Advance Preparation

For Vocabulary Instructional Activity, prepare a horizontal word wall for the core vocabulary word *prefer*.



Battle of Thermopylae

6_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that in the last read-aloud they heard about a battle on the plains of Marathon. Ask students the following questions about the battle at Marathon.
 - Why did King Darius of Persia send an army of soldiers to Athens? (King Darius was upset that the Athenians helped another city-state fight against the Persians.)
 - Why did the Athenian generals send Pheidippides to Sparta? (They sent Pheidippides to Sparta to ask for help in fighting the Persians.)
 - What strategy did the Greek army use to win against the invading Persian army? (The Greek army purposely left the middle of their army line weak so that the Persian soldiers would go to the middle and the Greek army could surround them.)
 - After the battle, what tribute was paid to Pheidippides? (The long-distance race, the marathon, was named in tribute to him.)

The Ancient Greek Civilization Chart

The Ancient Greek Civilization Chart		
Jobs Image Card 1 (Olive Trees) Image Card 2 (Sheep) Image Card 3 (Fishing Boat and Harbor)		Contributions Image Card 10 (Modern Olympians) Image Card 11 (The Discus Thrower) Image Card 17 (Lincoln Memorial) Image Card 18 (Athenian Assembly) Image Card 20 (Marathon)
Religion Image Card 4 (Mount Olympus) Image Card 6 (gods/goddesses) Image Card 8 (Ancient Olympian) Image Card 16 (Parthenon)		
City-States Image Card 13 (Sparta) Image Card 15 (Athens)	Leaders Image Card 19 (Pericles)	

- Ask students: “What is a civilization?” (A civilization is a group of people living together in a well-organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.)

Note: Use the large class chart to place the image cards. You may wish to have students follow along using their own charts and cut and paste similar image card pictures onto their chart.

- ✈ Above and Beyond: You may wish to have some students complete this Instructional Master on their own by drawing pictures and/or writing words in each square.
- Show Image Card 20 (Marathon). Ask students what they see and if they remember to whom this race is a tribute. Tell students that this is a marathon. The marathon is in tribute to Pheidippides. Ask students in which box the image card should go. (“Contributions”)



Lesson Introduction

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

- Ask students: “What is happening in this picture? Can you guess who those soldiers are?” (They are the Spartan soldiers.)
- Tell students that the second battle they will hear about is called the Battle of Thermopylae (thoor-MAHP-il-lee).
 - Have students say *Battle of Thermopylae* with you.
- Explain that this battle was mainly between the Spartans and the Persians. Tell students that this is a picture of Spartan soldiers ready to battle against the Persians. The soldier at the front is one of the Spartan kings named Leonidas (lee-AH-nih-diss). Tell students that Leonidas decided that he and three *hundred* Spartan soldiers would fight against *thousands* of Persians so that the other Greek soldiers would be safe. The Spartans bravely fought, and even today, Spartans are known for their bravery and strength.
- Have students predict whether or not the Spartans defeated the Persians at Thermopylae. Take a quick class tally.

Where Are We?

- Tell students that the Persian Wars happened in ancient Greece. The soldiers from Persia invaded—or came into—ancient Greece and tried to conquer their land.

[Point to the Persian Empire and then to ancient Greece on Poster 1.]

- Have students find the Persian Empire circled red on their map of ancient Greece.
- Tell students that they will hear about another battle that happened in ancient Greece—the Battle of Thermopylae.

[Point to Thermopylae on Poster 1.]

- Have students find *Thermopylae* on their map and circle it green.
- Say to students: “Talk with your partner about Thermopylae’s location.” (It is to the east of the Persian Empire; it is to the north of Marathon; it is next to the Aegean Sea.)

Vocabulary Preview

Defeat



◀ Show image 9A-9: Victorious Greeks, Persians retreating

1. The Greek soldiers *defeat* the Persians, and the Persians sailed away.
2. Say the word *defeat* with me three times.
3. *Defeat* means to win against someone, or a group of people, in a battle, game, or contest.
4. The Greeks worked together to defeat the Persians.
5. If your team defeats another team, that means your team wins. If your team is defeated by another team, that means your team loses. Taking turns with your partner, tell one another about a time your favorite sports team, or a team you have been on, defeated the other team or was defeated by the other team. Use the word *defeated* or words *was defeated by* when you tell about it. Try to be as descriptive as possible and use complete sentences.

Victory

1. The Greeks won the *victory* over the Persians.
2. Say the word *victory* with me three times.
3. *Victory* is a win or success in a battle, game, or contest.
4. The ancient Greeks were proud of their victory over the Persians. It is an honor to win a victory in the Olympic Games.
5. Taking turns with your partner, tell one another about a time you or someone you know had a victory over something. Use the word *victory* when you tell about it. Try to be as descriptive as possible and use complete sentences. After you tell your partner about it, your partner can ask a question to get more information from you.

Purpose for Listening

Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on the Battle of Thermopylae. Tell students to follow along closely to see if the Greeks won the victory in this exciting battle.

By the end of the lesson, students should be able to:

- ✓ Explain the significance of the Battle of Thermopylae

The Battle of Thermopylae



◀ Show image 9A-1: Xerxes planning attack

Ten years after the Battle of Marathon, the son of King Darius' (duh-*RYE*-us)—King Xerxes (*ZURK*-seez)—planned to attack Greece.

[Point to King Xerxes.]

He was angry at the Greeks for **defeating** his father at Marathon. "This time," he thought, "We will have so many soldiers and so many ships. We will not be defeated this time!"



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

King Xerxes decided that the Persians would have to cross a mile-wide **channel** of water that lay between Asia and northern Greece.

[Point to thin channel of water at Hellespont on Poster 2. Tell students that this is the channel of water the Persians needed to cross to get from Persian land to Greek land.]

He told his navy captains who were in charge of the military boats and ships, "We will cross the **channel** on an enormous, floating bridge. Spread out your ships in rows, and tie them together, so the army can march across the **channel** on your boats."

Thousands of Persian soldiers crossed the floating bridge that stretched across the **channel**.

After crossing the **channel**, King Xerxes avoided—and went around—Greece's rugged mountains by leading his army south along a narrow strip of dry land called Thermopylae (*thoor-MAHP*-il-lee).

[Trace the route labeled "1" on Poster 2. Show how the Persian army crossed the channel at Hellespont and went all the way around to Thermopylae.]



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

At the other end of this narrow pass, the Greeks were waiting for him. Led by the Spartan king Leonidas (*lee-AH*-nih-diss), the Greeks blocked off the end of the pass. Leonidas told his soldiers, "The longer we can hold the Persians here, the more time it gives the other Greeks to prepare for battle."

With the **fate**—or final result or destiny—of their families in their minds, Leonidas and his soldiers waited.

[Point to the X's on Poster 2 next to mountains pass Thermopylae. Tell students the X's represent the Greek army.]



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

Soon the Persians reached the place where the Greeks blocked the pass.

[Invite a student to point to the Greek army on Poster 2.]

Xerxes sent a message to Leonidas and his army warning them to surrender and ask for mercy. He wrote, “My army will attack you with so many arrows that those arrows will block out the sun above you.”

One of the Spartans jokingly answered, “Fine, we **prefer** to—and would rather—fight in the shade anyway.”

Then one of the Persian officers said to Xerxes, “O great king, a Greek who lives near here can lead us to the Greek army through the mountains. You just need to pay him enough gold.”

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

[Point to route “2” on Poster 2 to show how the Persians will go through the mountains to surround the Greeks.]



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

Leonidas of Sparta saw what was happening. Quickly meeting with the other Greek leaders, he commanded, “Take your men safely away from here. I will remain behind with three hundred of my best Spartan fighters and fight the Persians for as long as we can.”

“But this will be very dangerous for you and your three hundred men,” replied another worried leader. “Once the Persians come through the mountain pass, they will circle around and attack you from behind.”

[Point to the dots on Poster 2 surrounding the X's near Thermopylae to show how the Persians will surround the Greeks.]

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

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

Leonidas told the other Greeks, “There is your answer. We **prefer** to stay rather than surrender to the Persians.”

The three hundred Spartans stayed at Thermopylae and bravely awaited their **fate**—or waited for what would come next.



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

The Spartans bravely fought as long as they could. There were thousands of Persian soldiers fighting against three hundred Spartans. In the end, the Persians **defeated** the Spartans and continued on to Athens.

Leonidas and his three hundred Spartan soldiers are still remembered today for their heroism and bravery. The Spartan soldiers are remembered today for fighting until the very last man. This famous act of courage became known as “the last stand at Thermopylae” in tribute to the Spartans.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by asking them to restate the question in their responses. When necessary, model answers using complete sentences for students.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is the Battle of Thermopylae.
2. *Inferential* Why did King Xerxes decide to attack Greece?
 - King Xerxes decided to attack Greece because he was angry that the Greeks defeated the Persians during the Battle of Marathon.
3. *Literal* How did King Xerxes’ army get to Greece? [Have a student point to the channel on Poster 2.]
 - King Xerxes’ army crossed over a channel to get to Greece.
4. *Literal* Where did King Xerxes lead his army in order to avoid the rugged mountains? [Have a student point to Thermopylae on Poster 2.]
 - King Xerxes led his army through Thermopylae.

5. *Evaluative* Which Greeks fought bravely against the Persians at Thermopylae?

- The Spartans fought bravely against the Persians at Thermopylae.

What do Leonidas' and the Spartan soldiers' decision at Thermopylae show us about the Spartans?

- Answers may vary, but should hint that their decision shows the Spartans were brave, willing to fight and die for Greece.

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

6. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your partner about the read-aloud that starts with the word *where*. For example, you could ask, "Where were the Persian soldiers from?" or "Where was the first battle we learned about fought?" You may use your map of ancient Greece while you ask and answer the questions.

Turn to your partner and ask your *where* question. Listen to your partner's response. Then your partner will ask you a *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

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



Complete Remainder of the Lesson Later in the Day



Battle of Thermopylae

6_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Channel

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Channel).] In the read-aloud you heard King Xerxes tell his navy captains, “We will cross the *channel* on an enormous, floating bridge.” Which picture shows this?
2. *Channel* also means a television station and its shows. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *channel*. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

What Changed?

Directions: I will say one sentence. Listen to that sentence *carefully* because the next time I say it, something about it will be *different*. Pay close attention to the verbs—or action words—in my sentences.

[Follow up on student responses and get their explanation of what has changed. Make restatements or clarifications whenever necessary.]



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

1. The Greeks *win* the battle against the Persians.

The Greeks *won* the battle against the Persians.

- The word *win* has changed to *won* to show past tense. [Point out that *-ed* was not added to *win*; *win* is an irregular verb and its past tense is *won*.]

2. The Spartans *fight* bravely at Thermopylae.

The Spartans *fought* bravely at Thermopylae.

- The word *fight* has changed to *fought* to show past tense. [Point out that *-ed* was not added to *fight*; *fight* is an irregular verb and its past tense is *fought*.]

3. The Persian ships *sink*.

The Persian ships *sank*.

- The word *sink* has changed to *sank* to show past tense. [Point out that *-ed* was not added to *sink*; *sink* is an irregular verb and its past tense is *sank*.]

4. The Persians *leave* Greece.

The Persians *left* Greece.

- The word *leave* has changed to *left* to show past tense. [Point out that *-ed* was not added to *leave*; *leave* is an irregular verb and its past tense is *left*.]

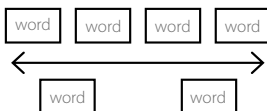
Extending the Activity

- Create sentences that focus on the past tense of frequently occurring irregular verbs, e.g., *fall/fell*, *tell/told*, *leave/left*, *lead/led*, *rise/rose*, *come/came*, *meet/met*
- ✈ Above and Beyond: Have students do this activity in partners. One partner says a sentence and changes a word or a part of a word, and the other partner figures out how the sentence has changed. Then they switch roles.

⇌ **Vocabulary Instructional Activity**

Horizontal Word Wall: Prefer

Materials: long horizontal chart paper; words written on index cards



- ***hate, dislike:*** in red
- ***ok:*** in yellow
- ***like, prefer, really like, love:*** in green

1. In the read-aloud you heard a Spartan say, “Fine, we *prefer* to fight in the shade anyway.”
2. Say the word *prefer* with me three times.
3. *Prefer* means to choose or like something more than something else.

4. We will make a Horizontal Word Wall for *prefer*.
5. [Place *hate* on the far left of the chart and place *love* on the far right. Now hold up *prefer* and ask whether it should be placed closer to *hate* or *love*. (*Prefer* should be placed closer to *love*.) Hold up the rest of the cards and ask where it should be placed on the horizontal word wall. In the end the order should be: *hate, dislike, ok, like, prefer, really like, love. Like and prefer may overlap.*]
6. Talk with your partner using the different words on the Horizontal Word Wall. Remember to be as descriptive as possible and use complete sentences.

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

Extending the Activity

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

10 End-of-Lesson Check-In

The Persian Wars

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the Persian Wars.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud.
- Students may also choose to write about a few things that they learned and share that with their partner.

Items to look and listen for:

- ✓ The word *defeat*
- ✓ The word *victory*
- ✓ The word *prefer*
- ✓ The word *channel*
- ✓ Discussion about the Persians, Athenians, or Spartans
- ✓ Information about the Battles of Marathon and Thermopylae



The Great Philosophers of Greece

7

Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

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

Students will:

- ✓ Describe the connection between the three ancient Greek philosophers (RI.2.3)
- ✓ Draft a narrative as a class—include introduction, details, and conclusion (W.2.3)
- ✓ With assistance, categorize and organize facts and information from “The Great Philosophers of Greece” onto the Ancient Greek Civilization Chart (W.2.8)
- ✓ Carry on and participate in a conversation, staying on topic and linking their comments to the remarks of others in a conversation activity based on read-aloud content (SL.2.1b)
- ✓ Ask and answer questions about what a speaker said in order to gather additional information about the speaker’s experience of finding proof to support an idea (SL.2.3)
- ✓ Recount a conversation between Socrates and a soldier from the read-aloud, speaking audibly in coherent sentences (SL.2.4)

- ✓ Produce complete sentences in a conversation activity based on read-aloud content (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of *proof* (L.2.4a)
- ✓ Identify real-life connections between words—*method*, *behavior*, *proof*, *affection*, and *marvelous*—and their use (L.2.5a)
- ✓ Learn the meaning of common phrases, such as “Down-to-earth” (L.2.6)
- ✓ Learn the meaning of common sayings, such as “Practice what you preach” (L.2.6)

Core Vocabulary

affection, *n.* Fondness or liking

Example: Eddie looked at his new baby brother with great affection.

Variation(s): affections

astounding, *adj.* Causing surprise or amazement

Example: The fireworks display was an astounding sight.

Variation(s): none

marvelous, *adj.* Excellent or wonderful

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

Variation(s): none

philosopher, *n.* Someone who studies life, knowledge, and truth; someone who seeks to understand the actions and behavior of people

Example: Confucius was a famous Chinese philosopher.

Variation(s): philosophers

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

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

Variation(s): none

Core Vocabulary Chart for The Great Philosophers of Greece			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Understanding	Aristotle Plato philosopher Socrates	affection* astonishing <i>behavior</i> knowledge marvelous* <i>method</i> observer truth understand	First/Second/Third friend human soldier student
Multiple meaning	<u>proof</u>		school story
Phrases		down-to-earth drink in	
Cognates	Aristóteles filósofo(a) Sócrates	afecto* maravilloso(a)* <i>método</i> observador(ora)	humano soldado estudiante escuela

Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence in the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: Socrates in Athens
2. 10A-3: Socrates with a wealthy Athenian in the market
3. 10A-4: Socrates as a soldier
4. 10A-5: Socrates arriving at dinner party
5. 10A-6: Socrates asking questions
6. 10A-7: Plato learning from Socrates; taking notes
7. 10A-8: Plato's academy in olive grove
8. 10A-9: Aristotle



The Great Philosophers of Greece

7A
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction	Image Cards 22–24	15
	Where Are We?	Poster 1	
	Vocabulary Preview: Method, Behavior		
	Purpose for Listening		
Presenting the Read-Aloud	The Great Philosophers of Greece	Image Cards 22–24	15
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Proof	Poster 5M (Proof)	20
	Syntactic Awareness Activity: Conversation Builder		
	Vocabulary Instructional Activity: Affection		
	End-of-Lesson Check-In		

Introducing the Read-Aloud

15 minutes

Lesson Introduction

- Tell students that this lesson is about three famous philosophers of ancient Greece.
- Define *philosopher* for students as someone who studies life, knowledge, and truth. Philosophers love wisdom and train themselves to be able to think clearly and make good decisions. Philosophers want to know more about life and human behavior. They ask and try to answer questions like, “Why do people act the way they do?” and “Are humans good or evil?”



◀ Show image 10A-1: Socrates in Athens

- [Show Image Card 22 (Socrates).] Ask students to identify Socrates in this illustration. Ask students how they can tell he is Socrates.
 - Have students say *Socrates* (sock-ruh-teez) with you three times.
- Tell students that Socrates was the most famous philosopher who ever lived. His method was to ask questions to figure out the truth. He believed that people could discover these truths for themselves by looking inside themselves. “Know thyself,” he taught his students.



◀ Show image 10A-8: Plato's academy in olive grove

- [Show Image Card 23 (Plato).]
- Ask students to identify Plato in this illustration. Ask students how they can tell he is Plato.
 - Have students to say *Plato* (PLAY-toe) with you three times.
- Tell students that Plato was Socrates' student. He opened a school known as “The Academy.” “The Academy” had classes in history, mathematics, music, and more. Plato's method was to find proof—or facts—to prove his ideas. He asked questions like, “What do we know?” and “How can we be sure we are correct?”



◀ Show image 10A-9: Aristotle

- [Show Image Card 24 (Aristotle).] Tell students that this is Aristotle.
 - Have students say Aristotle (air-ih-STOT'l) with you three times.
- Tell students that Aristotle was a student in Plato's Academy. Aristotle was a great observer, studying and looking closely at things he could see like plants, animals, and stars. His method was different from his teacher, Plato. Instead of looking for proof to prove what he thought was true, Aristotle studied the facts around him and tried to understand what they mean.
- Show Image Card 24 (Aristotle). Tell students this is a statue of Aristotle.

Where Are We?

- Tell students that all three philosophers—Socrates, Plato, and Aristotle—were from Athens. Have students point out Athens on the Map of Ancient Greece.

Vocabulary Preview

Method

1. Socrates, Plato, and Aristotle had different *methods* of figuring out the truth.
2. Say the word *method* with me three times.
3. Method is a special way of doing something. You use a method to do something or to figure something out.
4. Socrates' method for finding out the truth was to ask a lot of questions.
Using BAM is a method for remembering the boundaries of ancient Greece.
5. Tell your partner about a method you use to do something. [You may wish to prompt students with questions: What is your method for decoding a difficult word? What is your method for solving a hard math problem? What is your method for creating peace at home?] Remember to be as descriptive as possible and use complete sentences.

Behavior

1. Greek philosophers were interested in people's *behavior*.
2. Say the word *behavior* with me three times.
3. Behavior is the way people act and do things.
4. Socrates believed that knowing the truth will help people have correct behavior.
When Stella is at her friend's house, she tries to be on her best behavior.
5. Tell your partner what you think of when you hear the word *behavior*. Use *behavior* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn about three famous Greek philosophers: Socrates, Plato, and Aristotle. The main purpose of this read-aloud is to describe the methods these philosophers used to get to the truth and to explain how their contributions have influenced the present.

Tell students to listen to find out how their methods of thinking about human behavior were different from each other.

By the end of the lesson, students should be able to:

- ✓ Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece



The Great Philosophers of Greece

◀ Show image 10A-1: Socrates in Athens

The most famous **philosopher** who ever lived was Socrates. Socrates lived in the city-state of Athens a long time ago. He studied life, knowledge, and truth.

[Have a student point out Socrates in this picture. Have students say *Socrates* with you.]

Anyone who met Socrates would describe him as the most down-to-earth person. Socrates was down-to-earth because he did not show off, he did not need expensive and nice things, and he never asked for more than he needed. Everything we know about this **philosopher** was written by his friends and students because Socrates never wrote anything down himself.

Socrates' method of asking questions about why people do the things they do and behave the way they do made him a famous **philosopher**.

Although Socrates was older, had no money, wore the same clothes every day, and walked about without shoes, he had many different kinds of friends. They all liked him a lot and spoke of him with great **affection**—or feeling of love—and respect. We will hear three stories about Socrates. First, we will hear a story told by a rich merchant. Second, a brave soldier will tell his story. Third, a smart Athenian leader will retell a conversation he had with Socrates. All three of them speak of Socrates with great **affection** and love.



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

A rich merchant recalled, “One day, Socrates and I were passing through the marketplace. I bought many things for myself. I knew Socrates had little money, so I offered to buy him whatever he wanted. But it was **astonishing**—and surprising—that Socrates did not want me to buy anything for him at all. He said, ‘One reason for human unhappiness is that people always want more things than they need. When they get those things, they still want more. I think the happiest people are the ones with the least number of things. Just look at all the **marvelous**—and wonderful—things in this marketplace that I don’t want!’”



◀ Show image 10A-4: Socrates as a soldier

A brave soldier shared a different memory of Socrates. “We were soldiers together. I still remember that icy, cold winter when everyone bundled up in as many clothes as possible. But Socrates gave another man his coat and boots saying, ‘You need these more than I do.’ He marched barefoot, even over the ice, yet he marched better than the rest of us.”

The soldier continued, “And when we ran low on food, he still shared his food with others. Yet during the battle, he was the strongest of us all.”



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

An Athenian leader recalled a conversation he had with Socrates, “I remember Socrates and I were at the same dinner party. I asked Socrates, ‘Sit next to me, Socrates, so I can drink in—and listen to—your words of wisdom.’ But Socrates laughed, ‘I fear you’ll go thirsty for I have no wisdom for you to drink in—or listen to. I have only questions, not answers.’”



◀ Show image 10A-6: Socrates asking questions

Socrates’ method of learning and teaching was to ask others questions like “How do you know?” and “What do you mean?” For example, if you told him, “The way to have a good life is to give to others,” Socrates might respond, “How do you know?”

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



◀ Show image 10A-7: Plato learning from Socrates; taking notes

Socrates had an intelligent and smart student. This student always paid close attention to what he said and listened to Socrates with **affection**. His name was Plato.

[Have a student point to Plato in the image. Have students say *Plato*.]

Plato wrote down many discussions Socrates had with his students. Many things we know about Socrates are from Plato’s notes and writing.



◀ **Show image 10A-8: Plato's academy in olive grove**

Eventually, Plato became a **philosopher** and opened a school near a grove, or group, of olive trees called “the grove of Academe” (ACK-uh-deem). The school became known as “The Academy,” a word we still use today for some schools. Some schools today use the word *academy* in their name, for example an art academy or a science academy. At “the grove of Academe,” Plato offered classes in all sorts of subjects: history, mathematics, music, literature, law, politics, and more. Plato also asked a lot of questions: “What do we know about these things? How can we be sure we are correct? How can this lead to greater happiness?” Plato’s method was to find **proof**—or facts to show that something is true—to support ideas he already had. First, Plato had an idea about something. Then, he would find **proof** to show that his idea was true.



◀ **Show image 10A-9: Aristotle**

Plato had a student named Aristotle.

[Have students say *Aristotle* with you.]

Aristotle also wanted to understand people’s behavior, but his method was more like Socrates’ than Plato’s. Aristotle thought, “Instead of looking for facts to prove what I think is true, let me first study the facts and then try to understand what they mean.”

That simple idea would change the world. Aristotle would become the first great observer, closely studying things he could see, such as plants, animals, human beings, and the stars and planets. Aristotle made many contributions in science.

Aristotle believed in the importance of having balance in life. He thought doing or having too much of one thing—such as staying up too late, eating too many unhealthy foods, or even studying too much was not good. Aristotle believed that too much of anything was not good; instead it was important to have a balance of different things.

[Hold up Image Cards 22 (Socrates), 23 (Plato), and 24 (Aristotle) and name the philosopher with the students.]

These were the three great **philosophers** of ancient Greece. Aristotle became a **philosopher** like his teacher, Plato. And Plato became a **philosopher** like his teacher, Socrates. All three of them had different

methods of understanding human behavior and life. And all three of them are still remembered today as famous **philosophers** who used questions to try to get to the truth and to make the world a better place.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by asking them to restate the question in their responses. When necessary, model answers using complete sentences for students.

1. *Literal* Name the three philosophers this lesson is about.
 - This lesson is about Socrates, Plato, and Aristotle.
2. *Literal* What is a philosopher?
 - A philosopher is someone who studies life, knowledge, and truth.
3. *Literal* What was Socrates' method of understanding human behavior?
 - Socrates' method was to ask questions to understand human behavior.
4. *Literal* What was Plato's method to show that something is true?
 - Plato's method was to find proof to show that something is true.
5. *Literal* What was Aristotle's method of discovering meaning?
 - Aristotle's method was to first study the facts and then try to understand what they mean.
6. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



The Great Philosophers of Greece

7B
Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Proof

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Proof).] In the read-aloud you heard the word *proof* in, “Plato’s method was to find *proof* to support ideas he already had.” Which picture shows this?
2. *Proof* also relates to writing like when you proofread to check for mistakes in your writing. Which picture shows this?
3. Now with your partner create a sentence for each meaning of *proof*. Try to use complete sentences. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

Conversation Builder

◀ Show image 10A-4: Socrates as a soldier



These next few questions will establish the characters, roles, settings, and conversations that could take place.

Who is Socrates? (the famous philosopher sitting on a rock to the left)

Who is Socrates talking to? (an Athenian soldier)

What is happening? (They are marching over the ice during wartime.)

What are some things Socrates and the soldier could be talking about? (The battle, their family, the cold weather; answers may vary.)

Directions: With your partner, choose who will be Socrates and who will be the soldier. Imagine you are taking a break from marching over the ice during wartime. What would you say to each other? Each person gets at least three turns. Make sure you link what you say to what your partner said.

For example, your partner may say, “Young man, your boots look all worn out.” You can respond, “Yes, my boots are worn out; they are the only ones I’ve ever had.”

[Help partners start off their conversations as needed. Remind them that they each need to take at least three turns. Remind students to be as descriptive as possible and to use complete sentences.]

Extending the Activity

- Have students practice their conversations and have volunteers reenact their conversation for the class.
- Students work with home-language peers and do this activity in their home language.

Vocabulary Instructional Activity

Word Work: Affection

1. In the read-aloud, you heard that, “[M]any different kinds of friends spoke of Socrates with great *affection*—or feeling of love—and respect.
2. Say the word *affection* with me three times.
3. When you really like or love someone or something familiar to you, you have a lot of affection for that person or thing.
4. Taylor treats her hamster, Hammy, with affection.
5. Tell your partner something or someone you have affection for. Use the word *affection* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I have affection for _____.” Or, “I treat _____ with affection.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If the examples I give show affection, say, “That shows affection.” If the examples I give do not show affection, say, “That is not affection.”

1. Lauren kisses all her stuffed animals goodnight before she goes to bed.
 - That shows affection.
2. Socrates gives a shivering soldier his jacket to wear.
 - That shows affection.

3. The Spartan general did not give the boys their breakfast.
 - That does not show affection.
4. Nathaniel's cat, Pepper, always runs away when guests come over to his house.
 - That does not show affection.
5. Aunt Rosa always kisses my brother and me on both cheeks when she sees us.
 - That shows affection.

10 End-of-Lesson Check-In

The Great Philosophers of Greece

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about three famous Greek philosophers.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud. Students may also choose to write about a few things that they learned and share that with their partner.


Items to look and listen for:

- The word *method*
- The word *behavior*
- The word *philosopher*
- The word *proof*
- Discussion about Socrates, Plato, or Aristotle



The Great Philosophers of Greece

7c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?		10
	The Ancient Greek Civilization Chart	Image Cards 22–24; The Ancient Greek Civilization Chart; image sheet	
	Vocabulary Review: Method, Behavior		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	The Great Philosophers of Greece		20
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Marvelous		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Practice What You Preach		20
	Writing a Fictional Narrative: Draft	Instructional Masters 5B-1, 7D-1; chart paper, chalkboard, or whiteboard; drawing tools	

Reviewing the Read-Aloud

10 minutes

What Have We Learned?

- Ask students: “Who did you hear about yesterday?” (Socrates, Plato, and Aristotle)
Who were they? (They were philosophers.)
- Say to students: “Tell your partner what these philosophers did and why they are famous.” Allow thirty seconds for students to talk. Call on a few volunteers to share their answers.
- Remind students that Plato was the student of Socrates, and Aristotle was a student of Plato. Socrates used questions to find out why people behave the way they do. Plato wanted to find proof to support

his ideas. Aristotle studied the things around him to try to understand what they mean. All three philosophers had their unique method to discover more about life, knowledge, and truth.

The Ancient Greek Civilization Chart

The Ancient Greek Civilization Chart		
Jobs Image Card 1 (Olive Trees) Image Card 2 (Sheep) Image Card 3 (Fishing Boat and Harbor)		Contributions Image Card 10 (Modern Olympians) Image Card 11 (The Discus Thrower) Image Card 17 (Lincoln Memorial) Image Card 18 (Athenian Assembly) Image Card 20 (Marathon) Image Card 22 (Socrates) Image Card 23 (Plato) Image Card 24 (Aristotle)
Religion Image Card 4 (Mount Olympus) Image Card 6 (gods/goddesses) Image Card 8 (Ancient Olympian) Image Card 16 (Parthenon)		
City-States Image Card 13 (Sparta) Image Card 15 (Athens)	Leaders Image Card 19 (Pericles)	

- Ask students: “What is a civilization?” (A civilization is a group of people living together in a well-organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.)

Note: Use the large class chart to place the image cards. You may wish to have students follow along with you using their own chart and cut and paste similar image card pictures onto their chart.

- ✈ Above and Beyond: You may wish to have some students complete this Instructional Master on their own by drawing pictures and/or writing words in each square.
- Show Image Card 22 (Socrates). Ask students who this is a statue of. Tell students that people today still read the wise words of Socrates. Ask students in which box the image card should go. (“Contributions”)

- Show Image Card 23 (Plato). Ask students who this is a statue of. Tell students that some schools today call themselves an academy based on Plato's "The Academy." Ask students in which box the image card should go. ("Contributions")
- Show Image Card 24 (Aristotle). Ask students who this is a statue of. Tell students that Aristotle's method of closely observing the things around him is important in science today. Ask students in which box the image card should go. ("Contributions")

Vocabulary Review

Method

1. You have heard the word *method* before, like in this sentence, "Socrates' *method* of asking questions about why people do the things they do and behave the way they do made him a famous philosopher."
2. Method is a special way of doing something. You use a method to do something or to figure something out.
3. Tell your partner about a method you used to figure something out. For example, you could tell your partner about a method you use when you try to solve a difficult math problem, or a method you use to help calm your friend down when s/he is angry. Use the word *method* when you tell about it. Try to be as descriptive as possible and use complete sentences.

Behavior

1. You have heard the word *behavior* before, like in this sentence, "Aristotle also wanted to understand people's behavior."
2. Behavior is the way people act and do things.
3. Taking turns with your partner, tell each other what you think are examples of good behavior and what you think are examples of bad behavior. Use the word *behavior* when you tell about it. Try to be as descriptive as possible and use complete sentences.

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud about the great philosophers of Greece, but it is different from the first time because they will do most of the talking about the Greek philosophers.

By the end of the lesson, students should be able to:

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

The dialogic factors and instructional conversations within the read-aloud can be altered based on the needs of the class and professional judgment. When making changes, keep in mind the Core Content Objectives for this read-aloud.



The Great Philosophers of Greece

◀ Show image 10A-1: Socrates in Athens

Who was the most famous **philosopher** that ever lived? (Socrates)

[Have a student point out Socrates in this picture. Have students say *Socrates* with you.]

What made Socrates a famous **philosopher**? (Socrates' method of asking questions about why people do the things they do and behave the way they do made him a famous philosopher.)

Discuss with your partner the differences between Socrates and the other Athenians in this picture.

[Allow thirty seconds for students to talk. Call on two students to share their answers.]

Socrates was older than most of his friends, had no money, wore the same clothes every day, and walked about without shoes.

Although Socrates was different from most people, he had many different kinds of friends. They all spoke of him with great **affection**—or feeling of love—and respect. We will review three stories about Socrates. The first story was told by a rich merchant. The second story was told by a soldier. The third story was told by an Athenian leader.



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

[Refer to Part A for the original dialogue.]

Who is Socrates in this image? Who is the merchant? How do you know?

What does the merchant want to do for Socrates? (The merchant wants to buy something for Socrates.)

How does Socrates respond? (Socrates did not want the merchant to buy anything for him. Socrates said that one reason for unhappiness is that people want more things than they need.)

What does the merchant's story tell us about the kind of person Socrates was? (He was a down-to-earth person. He did not want many things.)



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

[Refer to Part A for the original dialogue.]

Who are the people in this image? (soldiers)

What are the weather conditions like? (cold and snowy)

What is Socrates doing? (Giving another soldier his boots.)

What does the soldier's story tell us about the kind of person Socrates was? (He was a kind and generous person. He likes to do good for others.)



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

[Refer to Part A for the original dialogue.]

Who is the Athenian leader in this image? Who is Socrates? How do you know?

What does the leader want to do? (The leader wants Socrates to sit next to him so he could hear Socrates' words of wisdom.)

How does Socrates respond? (Socrates said that he does not have wisdom or answers, only questions.)

What does the Athenian leader's story tell us about the kind of person Socrates was? (He was always asking questions. He did not know the answers.)



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

Socrates' method of learning and teaching was to ask others questions like "How do you know?" and "What do you mean?"

For example, if you told him, "The way to have a good life is to give to others," how might Socrates respond? (He might respond with a question like, "How do you know?")



◀ **Show image 10A-7: Plato learning from Socrates; taking notes**

Socrates had an intelligent and smart student. This student always paid close attention to what he said and listened with **affection**.

Who was this student? (Plato.)

[Have students say *Plato* with you.]

Plato wrote down many discussions Socrates had with his students. Many things we know about Socrates are from Plato's notes and writing.



◀ **Show image 10A-8: Plato's academy in olive grove**

Eventually, Plato became a **philosopher** and opened a school near a grove, or group, of olive trees called "the grove of Academe" (ACK-uh-deem). The school became famous as "The Academy," a word we still use today for some schools. Plato offered classes in all sorts of subjects: history, mathematics, music, literature, law, politics, and more. Plato also asked a lot of questions: "What do we know about these things? How can we be sure we are correct? How can this lead to greater happiness?" Plato's method was to find **proof** to support ideas he already had. First, Plato had an idea about something. Then, he would find **proof** to show that his idea was true.

Think of a time you had an idea and tried to find proof to support it. Tell your partner about it.

[Allow thirty seconds for students to talk. Call on a few volunteers to share their experience.]



◀ **Show image 10A-9: Aristotle**

Who was Plato's student? (Aristotle.)

[Have students say *Aristotle* with you.]

Aristotle also wanted to understand people's behavior, but his method was more like Socrates' than Plato's. Aristotle thought, "Instead of looking for facts to prove what I think is true, let me first study the facts and then try to understand what they mean."

That simple idea would change the world, especially science. Aristotle would become the first great observer, closely studying things he could see, such as plants, animals, human beings, and the stars and planets.

Ask your partner, “If you were Aristotle, what would you like to observe? Why?” I will ask a few of you to share what your partner said.

[Allow thirty seconds for students to talk. Call on three students to share what their partner said.]

Aristotle believed in the importance of having balance in life. He thought doing or having too much of one thing—such as staying up too late, eating too many unhealthy foods, or even studying too much—was not good. Aristotle believed that too much of anything was not good; instead it was important to have a balance of different things.

Think of an example of when too much of something was not good for you. Then tell your example to your partner. I will call on some of you to share what your partner said.

[Allow thirty seconds for students to talk. Call on three students to share what their partner said.]

[Hold up Image Cards 22 (Socrates), 23 (Plato), and 24 (Aristotle) in random order.]

Put these three philosophers in order. Who came first, second, and third? (Socrates, Plato, Aristotle)

These were the three great **philosophers** of ancient Greece. Aristotle became a **philosopher** like his teacher, Plato. And Plato became a **philosopher** like his teacher, Socrates. All three of them had different methods of understanding human behavior and life. And all three of them are still remembered today as famous **philosophers** who used questions to try to get to the truth and to make the world a better place.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who were the three famous philosophers of ancient Greece?
 - Socrates, Plato, and Aristotle were the three famous philosophers of Greece.
2. *Inferential* How were they connected?
 - Plato was a student of Socrates, and Aristotle was a student of Plato.
3. *Literal* Were Socrates, Plato, and Aristotle from Athens or Sparta?
 - They were from Athens.
4. *Evaluative* Why were philosophers more likely to be found in Athens and not Sparta?
 - Philosophers were more likely to be found in Athens because Athens was focused on independent thinking. Sparta focused on military power.
5. *Evaluative* How were the methods of teaching and learning the same for these three philosophers?
 - All three asked questions.

How were their methods different?

- Socrates asked questions to understand human behavior; Plato tried to find proof for his ideas; Aristotle observed the things around him to try to understand what they mean.

Sentence Frames:

I would prefer to use _____'s method because ...

... and that is why I would prefer to use _____'s method.

To discover more about the world, I would use _____'s method because ...

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

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

6. *Evaluative Think Pair Share:* Which philosopher's method would you prefer to use to discover more about the world? Why?
 - Answers may vary.

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

Word Work: Marvelous

1. In the read-aloud you heard Socrates say, "Just look at all the *marvelous*—and wonderful—things in this marketplace that I don't want."
2. Say the word *marvelous* with me three times.
3. *Marvelous* means excellent or wonderful.
4. My aunt's restaurant has many marvelous dishes to eat.
5. Try to think of something that you would describe as marvelous and explain why it is marvelous. Try to use the word *marvelous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is marvelous."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of something that you think is marvelous, stand up and say, "That's marvelous." If what I describe is not an example of something that is marvelous, stay seated and say, "That's not marvelous." (Answers may vary for all.)

1. eating a hot fudge sundae
2. losing your favorite sweatshirt
3. your first day of school
4. riding on a roller coaster
5. celebrating your birthday
6. a new baby brother or sister



Complete Remainder of the Lesson Later in the Day



The Great Philosophers of Greece

7D
Day 2 of 2

Extensions

20 minutes

Sayings and Phrases: Practice What You Preach

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

- Ask students if they have ever heard anyone say, “Practice what you preach.”
- Have students repeat the proverb.
- Ask them what they think this proverb means.
- Explain to students that the literal meaning of this proverb is that you should behave or live your life in the same way that you tell others how they should act.
- Tell students that the three Greek philosophers they have learned about in today’s read-aloud are all examples of this saying.
- Remind students how Socrates practiced what he preached when he gave his boots away to the soldier, wore the same clothes every day, and did not buy anything for himself at the marketplace, even when his friend offered to do so.
- Ask students if they think it is easy or hard to “practice what you preach.”
- Ask students why it is important to “practice what you preach.”

Writing a Fictional Narrative: Draft

Materials: Instructional Masters 5B-1 and 7D-1

- Tell students that together you are going to write a narrative paragraph.
- ✈ Above and Beyond: You may wish to have some students use Instructional Master 7D-1 to complete this exercise for their own narrative.
- Explain that a narrative is a story. For example, the stories they heard about Myron and Pindar going to the Olympic Games and Lysander going away to a Spartan army camp at age seven are narratives.
- Remind students that a narrative, or story, has the following elements: characters, setting, and plot.
 - Characters are the people in the story.
 - Setting is the time and place of the story.
 - Plot is what happens in a story and the order it happens.
- Explain that the narrative you are going to write together will be much shorter than the ones they have heard because they are still learning the writing process. But their narrative will have character, setting, and plot.
- Review the Brainstorming Map (Instructional Master 5B-1) for the character's name, the setting, and the plot. Ask students if they would like to add anything more to the brainstorming map based on today's lesson.
- Give each student their Paragraph Chart (Instructional Master 7D-1) and copy this chart onto a piece of chart paper, a chalkboard, or a whiteboard. Tell students that together they are going to write five sentences. Tell them that five sentences is a common number of sentences for a paragraph.

[Point to each rectangle of the Paragraph Chart as you explain.]

- One sentence to introduce. This is called the topic sentence. Explain that the first sentence should introduce the topic, in this case, the character and setting of the narrative—e.g., Long ago, there was a king named Linus who ruled Sparta. Write the introduction in the first rectangle. Give students time to copy that sentence onto their chart. Ask students whether this topic sentence lets them know *who*, *when*, and *where* of the narrative.

- Three sentences to describe the story. These are called supporting details. Explain that the next three sentences should describe the character and how s/he spends his or her time in ancient Greece (e.g., job, family, school, adventures). Have students check to make sure that each supporting detail relates to the character. Write each supporting detail one at a time onto the chart. Give students time to copy each sentence onto their chart.
- One sentence to conclude. This is called the concluding sentence. Tell students that the final sentence is a concluding sentence that wraps up the story (e.g., King Linus was proud to lead the warriors of Sparta). Write the concluding sentence in the last rectangle. Give students time to copy that sentence onto their chart. Ask students whether this concluding sentence makes them feel like the story has ended.
- Remind students that most narratives, or stories, are made up of many paragraphs. Tell students that they are writing only one paragraph because they are still learning the writing process.
- Tell students that they will review and edit their narrative paragraph during another lesson.



Alexander the Great, Part I

8

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Describe the accomplishments of Alexander the Great

Language Arts Objectives

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

Students will:

- ✓ Use adjectives and adverbs to add detail and depth to sentences created orally in shared language exercises (L.2.1e)
- ✓ Produce complete and detailed sentences in shared language activities (L.2.1f)
- ✓ Capitalize geographic names—*Europe*, *Africa*, and *Asia* (L.2.2a)
- ✓ Use sentence-level context as a clue to the meaning of *tame* (L.2.4a)
- ✓ Identify real-life connections between words—*conquer*, *conflicts*, *tame*, and *devoted*—and their use (L.2.5a)
- ✓ Review the meaning of common sayings, such as “Practice what you preach” (L.2.6)

Core Vocabulary

ambitious, *adj.* Having a strong desire for success or achievement

Example: The ambitious student was self-disciplined and worked hard to get good grades.

Variation(s): none

devoted, *adj.* Feeling strong loyalty or commitment

Example: The devoted couple celebrated their fiftieth wedding anniversary with family and friends.

Variation(s): none

retreat, *v.* To withdraw or go back

Example: The barking dog caused the little boy to retreat from the fence.

Variation(s): retreats, retreated, retreating

tame, *v.* To make gentle or obedient

Example: Joshua wanted to tame a squirrel and keep it as a pet, but later he decided to release it back into the wild.


Variation(s): tames, tamed, taming

Vocabulary Chart for Alexander the Great, Part I			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Type of Words	Tier 3	Tier 2	Tier 1
Understanding	Aristotle Bucephalus city-states Europe Greece Macedonia Persia	ambitious devoted* decision <i>conflict</i> <i>conquer</i> trained wild	army battle horse king prince
Multiple Meaning	groomsman	<u>tame</u>	
Phrases	Alexander the Great King Philip lead his army into battle	pay(ing) attention taking risks	in front of
Cognates	Aristóteles Grecia Macedonia Persia	ambicioso(a) atención <i>conflicto</i> <i>conquistar</i> emperio proclamar	batalla príncipe

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 11A-1: King Philip looking at map; Alexander playing
2. 11A-2: Young Alexander training to fight
3. 11A-3: Alexander learning from Aristotle
4. 11A-4: Alexander observing the wild Bucephalus
5. 11A-5: Alexander riding a calmed Bucephalus
6. 11A-6: Alexander riding at the front of his army
7. 11A-7: Alexander as king at the head of his army

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Lesson Introduction	Image Card 25; Poster 1	15
	Where Are We?	Poster 1; Map of Ancient Greece; world map or globe; red crayon	
	Vocabulary Preview: Conquer, Conflict		
	Purpose for Listening	Instructional Master 8A-1	
<i>Presenting the Read-Aloud</i>	Alexander the Great, Part I	Map of Alexander the Great's Empire; red crayon; world map or globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Map of Alexander the Great's Empire	10
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Tame	Poster 6M (Tame)	20
	Syntactic Awareness Activity: Sentence Completion		
	Vocabulary Instructional Activity: Devoted		
	End-of-Lesson Check-In		

Advance Preparation

Prepare a copy of Instructional Master 8A-1 for each student. Refer to it as their map of Alexander the Great's Empire. Students will color in different parts of this map to follow his conquests during the read-aloud. You may wish to copy this Instructional Master onto a transparency to fill out with the class so that students may check their work.

For Syntactic Awareness Activity, you may wish to write out the sentences for the sentence completion activity. (See activity for sentence suggestions.)



Alexander the Great, Part I

8_A

Introducing the Read-Aloud

15 minutes

Lesson Introduction

- [Show Image Card 25 (Alexander the Great).] Tell students that this lesson is about a very famous and powerful person from the time of the ancient Greek civilization—Alexander the Great. Explain that Alexander the Great *was not from ancient Greece* but was from a place to the north called Macedonia (*MASS-uh-DOE-nee-uh*).

[Point to Greece, then to Macedonia on Poster 1. Have students repeat *Macedonia* with you three times.]

- Tell students that for the next two lessons they will hear about the adventures and conquests of Alexander the Great.
- To provide background for the students, briefly review the Persian Wars. You could ask:
 - Which two groups were fighting each other during the Battles of Marathon and Thermopylae? (the Greeks and the Persians)



◀ Show image 11A-1: King Philip looking at map; Alexander playing

- Tell students that while the Greeks and the Persians were fighting, King Philip of Macedonia was closely watching and paying attention to the Greeks to see how he could conquer the Greek city-states. Just like the Persians wanted to make their empire bigger, the Macedonians wanted to make their empire bigger as well.
- Tell students that they will hear the word *empire* in the read-aloud. Define *empire* as a country with one ruler or king that conquers and rules over many other countries.
- Ask students: “Do you think Macedonia will be able to conquer Greece?” Have students hold up one finger for yes and two fingers for no. Call on two students to explain.

Where Are We?

- Have students point out Macedonia on their Map of Ancient Greece. Have them circle Macedonia red.
- Say to students: “Talk to your partner about the size and location of Macedonia.” (Macedonia is to the north of ancient Greece. Its size is much larger than Greece.)

Vocabulary Preview

Conquer

1. King Philip of Macedonia wanted to *conquer* Greece.
2. Say the word *conquer* with me three times.
3. To conquer means take complete control over something, for example, having control over someone else’s land. Usually when you conquer something, you do it with much effort and force.
4. The Persians tried to conquer Athens but did not succeed because Athens got help from other city-states.
Jarvis tried to conquer his fear of speaking up in class.
5. Tell your partner what you think of when you hear the word *conquer*. Remember to be as descriptive as possible and use complete sentences.

Conflict

1. Greek city-states continually had *conflicts* with each other; they had a hard time getting along.
2. Say the word *conflicts* with me three times.
3. A conflict is a serious argument or disagreement
4. Myron and Pindar put their city-states’ conflicts aside to travel to the Olympic Games together.
When two friends get into a fight, that is a conflict.
5. Tell your partner what you think of when you hear the word *conflict*. Remember to be as descriptive as possible and use complete sentences.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn about Alexander's childhood and his conquest of ancient Greece. Give students their map of Alexander the Great's Empire (Instructional Master 8A-1). Help them to locate Macedonia and ancient Greece. Tell students that both these countries are in the continent of Europe. Have students write "Europe" on the blank. Tell students to listen carefully to hear how Alexander's empire began to spread.

By the end of the lesson, students should be able to:

- ✓ Describe the accomplishments of Alexander the Great



Alexander the Great, Part I

◀ Show image 11A-1: King Philip looking at map; Alexander playing

[Have a student point to King Philip. Have another student point to Alexander. Ask students what they think King Philip and Alexander's relationship was.]

To the north of the Greek city-states and to the north of Mount Olympus was a land called Macedonia (MASS-uh-DOE-nee-uh).

[Have students locate Macedonia on their map of Alexander the Great's empire. Have students repeat *Macedonia* with you three times. Tell students that during the time of ancient Greece, Macedonia was not part of Greece.]

The Macedonian king, King Philip, was paying attention—and watching very carefully—as the Greek city-states had conflicts and fought with each other after the Persian Wars were over. Although the Greek city-states could work together during an emergency, like the time when invaders—or people who come into a land to conquer it—tried to take over another city-state, but afterwards the city-states would go back to competing against one another. King Philip planned to let the Greeks keep fighting each other until they got weak. Then he would lead his army south and force the Greeks to surrender to his powerful Macedonian army.

[Have students use their finger to trace a line moving south from Macedonia to Greece on their map of Alexander the Great's empire.]

King Philip had a son. The boy was a bold, handsome, curly-haired child named Prince Alexander.

[Invite a student to point out Prince Alexander.]

Although Prince Alexander would not grow up to be as tall as his father, he turned out to be just as strong and intelligent, or smart.



◀ Show image 11A-2: Young Alexander training to fight

Alexander was an **ambitious** boy—he really wanted to do his best and be the best at everything he did. He always practiced and trained. He practiced sword fighting, he trained himself to swim in icy waters, and he ran for miles without stopping.



◀ **Show image 11A-3: Alexander learning from Aristotle**

Prince Alexander was strong, and he was intelligent too. King Philip told his son, “The greatest thinker in the world is going to come here from Athens to teach you.”

[Ask students what is special about Athens that King Philip would ask a teacher from Athens to come to Macedonia to teach his son. (Remind students that Athens was the home of many famous philosophers.) Ask students who they think might come to teach Alexander: Socrates, Plato, or Aristotle. Take a quick poll.]

“He is the famous Aristotle. Treat him with respect,” instructed young Alexander’s father.

Prince Alexander really liked wise Aristotle and treated him with affection and respect. Aristotle taught Alexander science and mathematics. He also taught young Alexander about leading a well-balanced life. He taught Alexander to observe—and look closely—and study the facts before making decisions. Although Alexander listened closely to Aristotle’s lessons, he did not always practice what Aristotle preached—he did not always do as Aristotle had taught him.



◀ **Show image 11A-4: Alexander observing the wild Bucephalus**

Alexander was quick to make decisions. The first time he met Bucephalus (byu-SEF-uh-lus), he decided, “That is the horse I want to ride.”

[Have a student point to Bucephalus. Have students repeat *Bucephalus* with you three times.]

But the groomsman—the person who took care of the king’s horses—bowed and replied, “I am sorry, your highness, I cannot let you. This is for your own safety. Bucephalus is a wild horse. No one can **tame** him. Yesterday Bucephalus flung our best horseman off his back and he broke his leg.”

But Prince Alexander insisted. He knew he had to use his mind and his muscles to **tame** wild Bucephalus. He wanted to train this wild horse to be under his control. Alexander observed—and noticed—that Bucephalus was scared by his own shadow on the ground.

[Point to the shadow in the image.]



← **Show image 11A-5: Alexander riding a calmed Bucephalus**

Alexander gave some sugar to the horse. “Here, boy, eat this,” he said. Then he turned Bucephalus around, so the horse could not see his own shadow. Then Alexander hopped onto the horse. Everyone was amazed. Bucephalus did not throw Alexander off its back. Alexander had **tamed** the wild horse! Alexander loved his horse so much that later he named a city after Bucephalus, called Bucephala, in tribute to his horse.

[Point to the city of Bucephala on the map of Alexander the Great’s empire.]



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

Alexander learned to ride a horse well. Soon Alexander was leading the Macedonian army on horseback into battle. He always rode in the front. Alexander would yell, “Charge!” and ride ahead.

[Ask students if they can tell which soldier is Prince Alexander.]

The soldiers were proud of their brave prince and loved him for taking risks as great as those he asked them to take. Alexander was always in front of his soldiers, so he might be the first to get hurt. His **devoted** soldiers loved Prince Alexander and cared so much for the prince that they would follow him to every battle and win the battle. They knew Alexander would never **retreat**—or leave—to avoid a fight.



← **Show image 11A-7: Alexander as king at the head of his army**

When King Philip died, Alexander became king of Macedonia. Alexander was only twenty years old. Although young in years, Alexander led his army through Greece, fighting and conquering Greek land.

At last, all of Greece hailed Alexander as their king.

Let’s color Greece red to show that it is now part of Alexander the Great’s empire.

[Have students color ancient Greece red on their map. Color in ancient Greece red on your map for students to check their work.]

But Greece was not enough for the **ambitious** king. “It’s time to call Persia my own.”

[Have students locate Persia on their map.]

With that, Alexander set out on more great adventures.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by asking them to restate the question in their responses. When necessary, model answers using complete sentences for students.

1. *Literal* Who is this read-aloud about?

- This read-aloud is about Alexander the Great.

Where is he from?

[Have students point to Macedonia on their map.]

- He is from Macedonia.

Is Macedonia a part of Greece?

- No, Macedonia is not a part of Greece.

2. *Literal* Point to Macedonia on your map of Alexander the Great's Empire. Describe its location.

- Macedonia is to the north of Greece. It is located in Europe.

3. *Inferential* How would you describe Alexander's childhood?

- Answers may vary. Alexander was a prince; he was a very ambitious young man; he trained hard at sword fighting, swimming, and running; he was strong; he was intelligent; he tamed a wild horse, etc.

4. *Inferential* What kind of leader was Alexander?

- Answers may vary. Alexander was a fearless leader who was always in the front of his soldiers; his soldiers really loved Alexander; Alexander would never avoid a battle.

5. *Evaluative* So far, which land has Alexander conquered?

- So far, Alexander has conquered ancient Greece.

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

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

Sentence Frames

Would you continue to conquer other lands? (Yes/No)

I would/would not have stopped because . . .

If I were Alexander the Great, I would have . . . because . . .

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



Complete Remainder of the Lesson Later in the Day



Alexander the Great, Part I

8_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Tame

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 6M (Tame).] In the read-aloud, you heard, “[A]lexander knew he would have to use his mind as well as his muscles to *tame* the horse.” Which picture shows this?
2. *Tame* can also be used to describe something that is mild and gentle. Which picture matches this description of *tame*?
3. Now with your partner, quiz each other on the different meanings of the word. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “I have seen monkeys ride unicycles at the circus.” Your partner would respond, “That’s one.”

↔ Syntactic Awareness Activity

Sentence Completion

Materials: chart paper, markers, sentences written out on chart paper

Directions: I will show you a picture and we will describe different parts of this picture together. Then we will complete a few sentences together using your descriptions.



◀ **Show image 11A-7: Alexander as king at the head of his army**

[Write the item being described on the chart paper and circle it, draw lines out from it, and add the describing words].

1. Name some adjectives that describe Alexander: brave, strong, fearless, intelligent, ambitious.

2. Name some adjectives that describe the soldiers: devoted, strong, loyal, faithful.
3. Name some adverbs that describe how Alexander stands before his soldiers: boldly, proudly, valiantly, bravely.
4. Name some adverbs that describe how the soldiers cheer: loudly, enthusiastically, happily, joyfully, gleefully.
5. Now we will add these adjectives and adverbs into a sentence.
 - _____ Alexander _____ stands in front of his soldiers to announce that he is their new king.
 - The _____ soldiers _____ cheer at the news.
 - _____ Alexander and his _____ soldiers get ready for more battles.

Extending the Activity

- Try adding two or more adjectives before the nouns.
- ✈ Above and Beyond: Partner pairs complete the sentences together. Call on a few partner pairs to share their completed sentences.
- ✈ Above and Beyond: Some students may be able to write out their sentences using the adjectives and adverbs.

↔ Vocabulary Instructional Activity

Word Work: Devoted

1. In the read-aloud, you heard that “[Alexander’s] *devoted* soldiers loved and cared so much for [him] that they would follow him to every battle and win the battle.
2. Say the word *devoted* with me three times.
3. When you feel strong loyalty or commitment towards something or someone, you are devoted to that thing or person.
4. My devoted grandparents celebrated their fiftieth wedding anniversary with family and friends.
5. Tell your partner about someone who you think is devoted and tell why you think he or she is devoted. Use the word *devoted* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is devoted because . . .”]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: You have heard that the word *devoted* means strong loyalty or commitment. I will describe a situation. If what I say shows that someone is devoted, say, "_____ is devoted to _____." If what I say does not show that someone is devoted, say, "_____ is not devoted to _____."

1. Jasmine spends all her free time practicing soccer.
 - Jasmine is devoted to soccer.
2. Sharif practices his religion and prays three times a day, every day.
 - Sharif is devoted to his religion.
3. Ms. Harper stays after school to help her students with their school work.
 - Ms. Harper is devoted to her students.
4. Franklin never practices the violin.
 - Franklin is not devoted to the violin.
5. Carmen always misses her tap dance class.
 - Carmen is not devoted to dance.

10 End-of-Lesson Check-In

Alexander the Great

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about Alexander the Great.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud. Students may also choose to write about a few things that they learned and share that with their partner.

Items to look and listen for:

- The word *conquer*
- The word *conflicts*
- The word *tame*
- The word *devoted*
- Any information about Alexander's childhood and conquest of ancient Greece



Alexander the Great, Part II

9

Note: This lesson is optional.

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Define the term *civilization*
- ✓ Describe the accomplishments of Alexander the Great

Language Arts Objectives

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

Students will:

- ✓ Edit a narrative as a class—correct mistakes and add details including a title (W.2.3)
- ✓ With guidance and support from adults and peers, revise and edit the class narrative (W.2.5)
- ✓ With assistance, categorize and organize facts and information from “Alexander the Great” onto the Ancient Greek Civilization Chart (W.2.8)
- ✓ Ask and answer questions about what a speaker said in order to gather additional information about the speaker’s experience of having conflict over something (SL.2.3)
- ✓ Tell about an experience of having conflict over something, speaking audibly in coherent sentences (SL.2.4)
- ✓ Add drawing or other visual displays to narrative to clarify ideas, thoughts, and feelings in the narrative (SL.2.5)
- ✓ Capitalize geographic names—*Africa* and *Asia* (L.2.2a)
- ✓ Determine the meaning of new words formed when an affix is added (e.g., *-er* added to *invade* makes *invader*, someone who invades) (L.2.4b)

- ✓ Use a known root word as a clue to the meaning of a new word with the same root (e.g., an invader is someone who invades) (L.2.4c)
- ✓ Identify real-life connections between words—*conquer*, *conflicts*, and *invader*—and their use (L.2.5a)
- ✓ Review the meaning of common sayings, such as “Practice what you preach” (L.2.6)

Core Vocabulary

attention, n. Close observation or thought

Example: My brother paid no attention to the spider crawling up his leg.

Variation(s): none

flung, v. Thrown with great force

Example: The Olympic champion flung his discus farther than anyone else.

Variation(s): fling, flings, flinging

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

Example: Alexander the Great is a famous invader of the Persian Empire.

Variation(s): invaders

proclaimed, v. Announced publicly or officially

Example: The Greeks proclaimed their victory over the Persian army.


Variation(s): proclaim, proclaims, proclaiming

Vocabulary Chart for Alexander the Great, Part II			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary instructional activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General-Academic Words	Tier 1 Everyday-Speech Words
Type of Words	Tier 3	Tier 2	Tier 1
Understanding	Africa Asia Egypt empire Greece Gordia India invader* Macedonia Persia spearman	attention <i>conflict</i> <i>conquer</i> flung proclaimed	battle elephant king knot north/south/east/ west
Multiple Meaning	channel general retreat spear	free	puzzle
Phrases	Alexander the Great Charge! Gordian Knot		
Cognates	Asia África Egipto emperio Grecia India Macedonia Persia canal general retirarse	atención <i>conflicto</i> <i>conquistar</i> proclamar	batalla elefante norte/sur/este/oeste

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 12A-1: Alexander motioning his army forward
2. 12A-3: Greek army charging across river toward Persian army
3. 12A-4: Alexander approaching the Gordian Knot
4. 12A-2: Greek citizens cheering Alexander's army
5. 12A-3: Greek army charging across river toward Persian army
6. 12A-6: Alexander victorious over the Persians
7. 12A-8: Alexander in India; soldiers facing elephants
8. 12A-9: Army asking Alexander to take them home
9. 12A-10: Alexander dying, his generals gathered around him
10. 12A-11: Statue of Alexander the Great

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?		15
	The Ancient Greek Civilization Chart	Image Card 25 The Ancient Greek Civilization Chart	
	Vocabulary Review: Conquer, Conflict		
	Purpose for Listening	Map of Alexander the Great's Empire	
Presenting the Read-Aloud	Alexander the Great	Poster 1; Map of Alexander the Great's Empire; red crayon	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Invader		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Writing a Fictional Narrative: Edit	Instructional Masters 5B-1, 7D-1, 9B-1; chart paper, chalkboard, or whiteboard; lined paper, drawing tools	20
	Narrative Walk-Through	Instructional Master 7D-1	
	Illustrating the Narrative	drawing paper, drawing tools	

Advance Preparation

Prepare a copy of Instructional Master 9B-1 for each student. This is the editing checklist students will refer to while editing their narrative paragraph. There are spaces on the checklist to add other proofreading items already taught.

Note to Teacher

There will be several points during the read-aloud for students to color in additions to Alexander the Great's empire in red. Be sure to have a class copy of the map available for students to check their work.

The activities in the Extensions may take longer than the time allotted. You may wish to have students continue illustrating the narrative during the Culminating Activities.



Alexander the Great, Part II

9_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that they have heard about Alexander the Great's early life. You may wish to ask the following questions and show related Flip Book images for review:
 - What was Alexander like as a child? (He was ambitious. He always practiced and trained. He was strong.)
 - Which philosopher came to teach Alexander? (Aristotle)
 - What kind of animal did Alexander tame? (a wild horse named Bucephalus)
 - What kind of leader was Alexander? (brave, fearless, takes the same risks he asks his soldiers to take, never retreats from a battle)

The Ancient Greek Civilization Chart

The Ancient Greek Civilization Chart		
Jobs Image Card 1 (Olive Trees) Image Card 2 (Sheep) Image Card 3 (Fishing Boat and Harbor)		Contributions Image Card 10 (Modern Olympians) Image Card 11 (The Discus Thrower) Image Card 17 (Lincoln Memorial) Image Card 18 (Athenian Assembly) Image Card 20 (Marathon) Image Card 22 (Socrates) Image Card 23 (Plato) Image Card 24 (Aristotle) Image Card 25 (Alexander the Great)
Religion Image Card 4 (Mount Olympus) Image Card 6 (gods/goddesses) Image Card 8 (Ancient Olympian) Image Card 16 (Parthenon)		
City-States Image Card 13 (Sparta) Image Card 15 (Athens)	Leaders Image Card 19 (Pericles) Image Card 25 (Alexander the Great)	

- Ask students: “What is a civilization?” (A civilization is a group of people living together in a well-organized way. A civilization has cities, writing, leaders, laws, religions, and jobs.)

Note: Use large class chart to place the image cards. You may wish to have students follow along using their own charts and cut and paste similar image card pictures to their chart.

- ✈ Above and Beyond: You may wish to have some students complete this Instructional Master on their own by drawing pictures and/or writing words in each square.
- Show Image Card 25 (Alexander the Great). Ask students who this is a statue of. (It is a statue of Alexander the Great.) Tell students that Alexander the Great’s picture can go in two places on their chart. He was a leader of a great army. And he is still remembered today as someone who conquered a lot of land in a short amount of time. Ask students in which boxes the image card should go. (“Leaders” and “Contributions”)

Vocabulary Review

Conquer

1. You have heard the word *conquer* before, like in this sentence, “Alexander led his army through Greece, fighting and *conquering* Greek land.”
2. To conquer means take complete control over something, like someone else’s land. Usually when you conquer something, you do it with a lot of effort and force.
3. Tell your partner about a time you or someone you know conquered a fear. You can say, “I conquered the fear of _____ when I . . .” Use the word *conquered* when you tell about it. Try to be as descriptive as possible and use complete sentences. [Call on a few students to share their partner’s example.]

Conflict

1. You have heard the word *conflicts* before, like in this sentence, “[T]he Greek city-states had *conflicts* and fought with each other after the Persian Wars were over.”
2. A conflict is a serious argument or disagreement.
3. Tell your partner about a time you or someone you know had a conflict over something. You can say, “I/(person’s name) had a conflict over _____ when . . .” Use the word *conflict* when you tell about it. Try to be as descriptive as possible and use complete sentences. When you have finished telling about it, your partner can ask you a question to get more information from you. [Call on a few students to share their partner’s example.]

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about Alexander the Great and his adventures. Give students their map of Alexander the Great’s Empire. Tell students that Alexander conquered land in Africa and Asia. Help them locate the blanks for Africa and Asia on their maps. Have students write “Africa” and “Asia” on the blanks. Tell students to listen carefully to hear how Alexander the Great created the largest empire in the world at his time.

By the end of the lesson, students should be able to:

- ✓ Describe the accomplishments of Alexander the Great



Alexander the Great, Part II

◀ Show image 12A-1: Alexander motioning his army forward

King Alexander of Macedonia led his Greek soldiers on foot across Europe and then by ship across the channel of water that separated Europe from Asia.

[On Poster 1, show the route from Macedonia to Hellespont channel. Ask students if they remember which other invader entered Greece through this channel. (the Persians)]

As the boats came close to land, Alexander **flung** his spear so that it landed in Asian soil. Leaping from his boat, he picked up the spear and told his men, “We will conquer Asia with our spears!”

[Have students locate Asia written on their map.]

Alexander ambitiously said to himself, “I want people to remember me forever as a great hero.”

Alexander and his army continued down the coast of the Aegean Sea.

[Trace the path the army traveled along on the map of Alexander the Great’s Empire.]



◀ Show image 12A-3: Greek army charging across river toward Persian army

Soon Alexander’s soldiers found themselves facing an enormous Persian army sent by the Persian king. But Alexander did not retreat. He called, “Charge!” with his devoted men rushing to keep up. Eventually, Alexander and his men conquered Asia Minor.

Let’s color in the part of Asia Minor red to show that it is now part of Alexander the Great’s empire.

[Have students color Asia Minor red. Color in Asia Minor red on your map for students to check their work.]



← **Show image 12A-4: Alexander approaching the Gordian Knot**

Then they reached the city of Gordia (*GORD-ee-uh*).

[Point to the city Gordia on the map of Alexander the Great's Empire.]

Knowing that Alexander was an ambitious man, the elderly priests smiled at the young **invader** and told him a story.

"Legend says that only he who unties the Gordian knot can rule Asia." The priests knew that it would take a long time to untie the knot.

[Have a student point to the Gordian knot in the picture.]

But with lightning speed, Alexander took out his sword, and in one mighty stroke, sliced the knot in half. "What a pleasant legend," he said, and rode on laughing.



← **Show image 12A-2: Greek citizens cheering Alexander's army**

Alexander continued on to Egypt, which was also under Persian control.

[Point to Egypt on the map of Alexander the Great's Empire.]

He defeated the Persian armies there, and the Egyptians **proclaimed**—and called—him their pharaoh, or king.

Let's color Egypt red to show that it is now part of Alexander the Great's empire.

[Have students color Egypt red. Color in Egypt red on your map for students to check their work. Point out that there is even a city in Egypt named after him—Alexandria.]

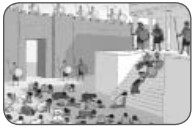


← **Show image 12A-3: Greek army charging across river toward Persian army**

After conquering Egypt, Alexander went back to Persia and won battle after battle. At last, Alexander defeated the Persians and **proclaimed** himself king of Asia.

Let's color Persia red to show that it is now part of Alexander the Great's empire.

[Have students color Persia red. Color in Persia red on your map for students to check their work. Have students look at their maps to see how vast Alexander the Great's Empire was. Show students how his empire went from the north to the south and to the east. Show how it spread from Europe to Africa to Asia.]



← **Show image 12A-6: Alexander victorious over the Persians**

At the same time, Alexander began to claim, “I am one of the gods—for who but a god could do all that I have done?” It was around this time that people began to refer to him as “Alexander the Great.”

But Alexander was so busy trying to conquer more and more lands that he did not pay **attention** to the places he had already conquered. He did not rule those lands himself. Instead he let his close generals rule those lands. Sometimes he even let the king he had defeated continue to rule his land.

[Ask students whether they think Alexander’s way of ruling the lands he conquered was a good one.]



← **Show image 12A-8: Alexander in India; soldiers facing elephants**

Even after conquering so much of Asia, Alexander the Great was not satisfied. “We’ll continue east to India,” he ordered.

[Point to India on the map of Alexander the Great’s empire.]

Traveling over great distances and rugged mountains, Alexander’s soldiers reached northern India, where they found themselves facing a strong Indian army. The Indian army had something the soldiers had never seen before.

“What on earth is that thing?” one Macedonian soldier asked another.

[Ask students if they recognize the animals.]

“I don’t know,” replied his friend, “but I’ve never seen anything so huge!”

In fact, the monsters they were facing were elephants. Indian soldiers rode on top of them to attack and stomp on their enemies. Although the elephants were scary, Alexander did not retreat from India. He ordered his army spearmen to go to the front. He told them, “Do not let those beasts get close enough to reach you!” His army spearmen frightened off the elephants and won the battle.

Let’s color part of India red to show that it is now part of Alexander the Great’s empire.

[Have students color in northern corner of India red. Color in part of India red on your map for students to check their work.]



◀ **Show image 12A-9: Army asking Alexander to take them home**

But when the soldiers heard that Alexander wanted to conquer the rest of India, for the first time they did not want to follow him. They explained to King Alexander, “We have marched by your side and have been devoted to you for thirteen years. We are far from Macedonia. Please, take us home.”

[Show on the map of Alexander the Great’s Empire the distance between India and Macedonia.]

So they finally retreated from India and turned around for home.



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

That was when Alexander discovered that he was not a god. He became sick.

As Alexander lay in his large travel tent, his generals gathered around him. They all wanted to become king and rule Alexander’s great empire after his death. They asked, “To which of us do you leave your empire?”

He laughed and answered, “To the strongest!”

Later his generals broke his empire into pieces.



◀ **Show image 12A-11: Statue of Alexander the Great**

Although Alexander’s empire did not last, he would never be forgotten. He would always be remembered as Alexander the Great.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by asking them to restate the question in their responses. When necessary, model answers using complete sentences for students.

1. *Inferential* After Alexander conquered ancient Greece, what other areas did he conquer?

[Have students point out the different areas in Europe, Africa, and Asia that Alexander conquered on their map.]

- After Alexander conquered ancient Greece, he went on to conquer Asia Minor, Egypt, Persia, and part of India.
2. *Evaluative* How did Alexander solve the puzzle of the Gordian Knot? Do you think the priests of Gordia expected him to do that?
 - Alexander used his sword to cut the knot in half. Answers may vary.
 3. *Literal* What large animals did Alexander's army meet in India? Did they retreat because of those animals?
 - They met large elephants. No, they did not retreat because of the elephants.
 4. *Inferential* When did Alexander's army decide to retreat? Why?
 - They decided to retreat when the soldiers heard that Alexander wanted to conquer the rest of India. They were tired and wanted to go home.
 5. *Inferential* Why is Alexander the Great famous?
 - Alexander the Great is famous because he had the largest empire of his time.

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

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

Sentence Frames:

Did Alexander pay attention to the lands he conquered? (Yes/No)

_____ taught Alexander the importance of observation.

Alexander did not practice what Aristotle preached because . . .

6. *Evaluative Think Pair Share:* The read-aloud told us that Alexander was too busy trying to conquer more and more places to give much attention to the places he had already taken over. Who taught Alexander the importance of observation, or attention? Do you think Alexander practiced what Aristotle preached—did Alexander do what Aristotle taught him to do?
7. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Invader

1. In the read-aloud you heard, “The elderly priests smiled at the young *invader*.”
2. Say the word *invader* with me three times.
3. An invader is a person who enters a place, such as a country, by force in order to conquer it.
4. Alexander the Great became a famous invader of the Persian Empire.
5. Can you think of some groups of people you have learned about that were invaders? Try to use the word *invaders* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ were invaders.” Suggestions: Spartans, Persians, Macedonians]
6. What’s the word we’ve been talking about?

Use a *Word Parts* activity for follow-up. Directions: The *-er* ending is often added to a word to show the person or thing that does the action. For example, an invader is a person who invades; a reader is a person who reads. I will name a person or thing. Think about the word you hear before the *-er* ending to help you figure out what the person or thing does. Remember to answer in complete sentences.

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



Complete Remainder of the Lesson Later in the Day



Alexander the Great, Part II

9_B

Extensions

20 minutes

Writing a Fictional Narrative: Edit

Materials: Instructional Masters 5B-1, 7D-1, and 9B-1

Note: You may wish to prepare and write on the board a simple editing checklist in advance to use for this exercise. Make sure to include basics, such as using capital letters at the beginning of sentences and punctuation at the end. You may also wish to include a specific grammar concept students are currently learning.

Tell students that together they are going to edit—or proofread—the narrative paragraph you have written as a class. Explain that this means they are going to read the paragraph to check for any mistakes and to make sure they have said everything they wanted or needed to say.

- Give each student their Brainstorming Map (Instructional Master 5B-1) and Paragraph Chart (Instructional Master 7D-1) of the narrative. Encourage them to make edits to their Paragraph Chart using the Editing Checklist (Instructional Master 9B-1).
- Allow students to share any mistakes they see.
- Discuss what they like about the paragraph.
- Suggest changes to the paragraph, like if they want to add something else from the plan.
- Create and agree on a title for the paragraph.

After editing, rewrite the paragraph onto a piece of chart paper, a chalkboard, or a whiteboard. Give students a piece of lined paper to copy the final narrative paragraph. Read the final narrative paragraph aloud to the class.

- ✦ **Above and Beyond:** You may wish to have some students use the editing checklist you prepared to complete this exercise on their own.

Narrative Walk-Through

Materials: Instructional Master 7D-1

Remind students about the different types of sentences in a paragraph: the topic sentence, the supporting details, and the concluding sentence.

Choose five students who are able to read the sentences of the narrative paragraph. Have each of the five students be in charge of reading one of the sentences. Arrange them around the room in the order of their sentences. Then have students, either individually or in small groups, walk around the room—starting from the Topic Sentence all the way to the Concluding Sentence—to “walk through” the narrative, following along with either the paragraph on lined paper or Instructional Master 7D-1 to see “where” they are in the paragraph.

Illustrating the Narrative

Group three to four students together to work on illustrating the narrative. They will decide who will draw which part of the narrative. Each student may want to highlight the part of the narrative they will illustrate. When the groups have finished their illustrations, have them tell the narrative while showing their illustrations. Have the groups talk about the similarities and differences between their illustrations.



Domain Review

DR

Note to Teacher

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

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Identify the area of ancient Greece on a map
- ✓ Describe the terrain of ancient Greece
- ✓ Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map
- ✓ Define the term *civilization*
- ✓ Define the term *city-state*
- ✓ Identify Mount Olympus as the place the Ancient Greeks believed was the home of the gods
- ✓ Identify ancient Greece as the site of the original Olympic Games
- ✓ Describe the Olympic Games of ancient Greece
- ✓ Describe how the contributions of the ancient Greek civilization have influenced the present
- ✓ Describe the city-state Sparta
- ✓ Describe the city-state Athens
- ✓ Define the term *democracy*
- ✓ Identify Athens as the birthplace of democracy
- ✓ Compare/contrast life in Sparta and Athens
- ✓ Explain the significance of the battles of Marathon and Thermopylae
- ✓ Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece
- ✓ Describe the accomplishments of Alexander the Great

Image Review

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

Image Card Review

Materials: Image Cards 1–25

In your hand, hold Image Cards 1–25 fanned out like a deck of cards. Ask a student to choose a card but not to show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the modern marathon, a student may pretend to be a runner like the messenger Pheidippides who ran for the Greek army. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Using a Map

Materials: Posters 1 and 2; world map or globe

Have a volunteer point out the area of ancient Greece on a world map or globe. Using Poster 1 (Map of Ancient Greece), review the geography of ancient Greece and the surrounding areas, including the Plain of Marathon, the area of Macedonia, the empire of Persia, and the continents of Europe and Asia. Using Poster 2 (Battle of Thermopylae), review the geography and routes of the second Persian war, including the Hellespont channel, the mountain pass of Thermopylae, the island of Salamis, and the areas of Greek resistance. Have students talk about these locations and their importance to the ancient Greek civilization.

Civilization Chart

Materials: Civilization Chart created in previous lessons; Instructional Master 1C-2; drawing paper, drawing tools

Note: Be sure to save the Ancient Greek Civilization Chart for future reference, as it will also be used in the Grade 2 *Greek Myths* domain.

Review with students the five components of the ancient Greek civilization that they have learned about: jobs, city-states, leaders, religion, and contributions. Ask students what they see in the images and what they remember about each component.

Have students form five groups. Assign one square to each group, and have every group draw a picture and write a sentence about the images in their square. Allow the groups to share their drawings and sentences with the class.

Venn Diagram

Materials: Instructional Master DR-1

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

Write the following list on chart paper, a chalkboard, or a whiteboard. Have students choose something from the list to compare and contrast. If they choose the philosophers, you may wish to have them either compare and contrast two of the philosophers, or create a three-circle Venn diagram to compare and contrast all three philosophers.

- the Battle of Marathon and the Battle of Thermopylae
- Pheidippides and an Olympian runner
- the philosophers of ancient Greece: Socrates, Plato, and Aristotle
- Persian kings Darius and Xerxes
- Pericles and Alexander the Great
- the area of ancient Greece and the area Alexander the Great conquered

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

Riddles for Core Content

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

- I am the location of a battle during which Pheidippides ran as fast as he could to get help from the people of Sparta, and then he ran from me another twenty-six miles to announce victory in Athens. What am I? (Marathon, or Plain of Marathon)
- I was used to help King Xerxes transport thousands of Persian soldiers into Greece. What am I? (floating ship bridge)

- I was a great philosopher who lived very simply and always asked questions. Who am I? (Socrates)
- I was a great philosopher who opened a school called “The Academy.” Who am I? (Plato)
- I was a great philosopher who believed in balance and whose studies in science are still used today. Who am I? (Aristotle)
- I was tamed by Alexander the Great when he was a young boy. What am I? (a horse named Bucephalus)
- I became famous for the many areas I conquered. Who am I? (Alexander the Great)
- We are very large animals that confronted Alexander the Great and his men in India. What are we? (elephants)



Domain Assessment

DA

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

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

Part I (Instructional Master DA-1)

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

1. **Channel:** A channel is water that connects two lands. (smiling face)
2. **Democracy:** Democracy is a system where people have the power to choose their leaders and to create their own laws. (smiling face)
3. **Independently:** To do something independently means that you do it all by yourself without the help of others. (smiling face)
4. **Tribute:** A tribute is a gift to honor a person. (smiling face)
5. **Invader:** Someone who is invited and welcome is an invader. (frowning face)
6. **Victory:** A victory is when you lose. (frowning face)
7. **Rugged:** Bumpy and rocky land is rugged land. (smiling face)
8. **Philosopher:** A philosopher is a person who thinks and asks questions about life and truth. (smiling face)

9. **Conquest:** Conquest means to give other people your land. (frowning face)
10. **Marathon:** A twenty-six-mile run or race is a marathon. (smiling face)
- Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.
11. **Tame:** A lion in a circus is tame. (smiling face)
12. **Permanently:** Permanently means for a long time or forever. (smiling face)
13. **Marvelous:** Another word for wonderful is marvelous. (smiling face)
14. **Conflict:** A conflict is when two groups get along with each other. (frowning face)
15. **Prefer:** To prefer something means that you would rather not have it. (frowning face)

Part II (Instructional Master DA-2)

Directions: I will read a sentence about the ancient Greek civilization two times. If the sentence is true, you will circle the letter 'T.' If the sentence is false, or not true, you will circle the letter 'F.'

1. The ancient Greeks believed that Mount Olympus was the home of the most powerful gods and goddesses. (T)
2. The Olympic Games were first held on the island of Crete. (F)
3. The city-state of Athens is the birthplace of democracy. (T)
4. Democracy gives all of the power to the king. (F)
5. In Sparta, seven-year-old boys left home to live in army camps. (T)
6. The first Olympic Games only had footraces. (T)
7. The word *marathon* is used today to describe a long running race in tribute to Pheidippides. (T)
8. The Spartans were brave during the Battle of Thermopylae. (T)
9. Socrates, Plato, and Aristotle were considered great philosophers of ancient Persia. (F)
10. Alexander the Great lost most of his battles. (F)

Part III (Instructional Master DA-3)

Directions: Write one or two complete sentences to answer each question or statement.

Note: Some students may respond orally or use short phrases or lists if they are not able to respond in complete sentences writing. You may want to write some sentence starters on the board for the students.

1. Write about one contribution that the ancient Greeks gave to the rest of the world?

The ancient Greeks gave . . .

One contribution the ancient Greeks gave to the world is . . .

2. If you could meet one of the people you learned about, whom would you choose? Why?

I would like to meet _____ because . . .

If I could meet one person I learned about, I would choose _____ because . . .

_____ is the person I would like to meet because . . .

3. What was the most interesting thing you learned about the ancient Greek civilization?

The most interesting I learned about was . . .

An interesting thing about the ancient Greek civilization is . . .

. . . is the most interesting thing I learned about.



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class. Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

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

Remediation opportunities include:

- targeting Review activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Cutting the Gordian Knot

Materials: Age-appropriate brain teasers and manipulative puzzles

Remind students about the story of Alexander the Great and the Gordian Knot. Ask students how he solved the puzzle. Tell students that even today people say “cutting the Gordian knot” when someone solves a difficult problem or puzzle in a surprising or unexpected way.

As a whole class or in small groups, have students try solving the brain teasers you have prepared.

If you have prepared manipulative puzzles, place them around the room and have students go from puzzle to puzzle.

Writing a Fictional Narrative

Continue the writing activity from Lesson 9B.



Writing Prompts

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

- Alexander the Great received this name because . . .
- A modern-day marathon is a tribute to Pheidippides because . . .
- If I could meet one of the great philosophers from ancient Greece, I would want to meet _____ because . . .

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the domain introduction for further exploration of topics covered in *The Ancient Greek Civilization*.

Videos related to The Ancient Greek Civilization

Materials: Videos related to ancient Greece

Carefully peruse the Internet for short (five minutes or less) videos related to topics in this domain, e.g., Greek gods and goddesses, Athens, Greek philosophers, Alexander the Great.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a storybook or a read-aloud.

Have students ask and answer questions using question words *who*, *what*, *where*, *when*, and *why* regarding what they see in the videos.

Dinner Party

Materials: White sheets; various foods from Greece

Tell students that they are going to have a Greek “dinner party.” Have students bring in a white sheet to wear over their clothes like the tunics worn by the ancient Greeks. Remind students that many Greek men, including Socrates and the other philosophers, gathered together at dinner parties to eat and drink and talk about philosophy and other topics.

Have students talk about the Olympic Games, the gods and goddesses, and other topics the ancient Greeks would have discussed while they drink grape juice and eat grapes, raisins, figs, honey fritters, and other foods from ancient Greece.

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

Honey Fritters

Materials: (for four fritters) 4 oz. plain flour; 1/3 pint water; 2 tablespoons honey; 1 teaspoon sesame seeds; olive oil; baking supplies

Prompt students to recall that the ancient Greeks grew olive trees in groves as an important part of their farming and trade. Remind students that the rugged terrain of Greece did not make farming easy for the ancient Greeks, but that they were able to grow olive trees in groves because olive trees are hardy and able to grow in difficult environments. Tell students that many groves of olive trees still grow in Greece today.

Two food benefits of the olive tree are olives and olive oil for cooking. Tell students that the ancient Greeks ate healthy foods, but also enjoyed pastries cooked in olive oil and sweetened with honey. You may wish to make these honey fritters as a class or at home.

1. Slowly add the water to the flour in a bowl, stirring as you add it so it does not get lumpy.
2. Stir in a spoonful of honey.
3. Heat 2 tablespoons of oil in a frying pan on medium heat. Pour in 1/4 of the mixture when the oil is hot.
4. Wait until the mixture thickens, then turn it over. Do this two or three times until the fritter is brown on both sides.

5. Make three more fritters in the same way.
6. Pour the rest of the honey over the fritters and sprinkle with sesame seeds.

Note: This recipe is from the recommended trade book *Life in Ancient Athens*, by Jane Shuter. Be sure to follow your school's policy regarding food distribution and allergies.

For Teacher Reference Only:

Instructional Masters for
The Ancient Greek Civilization





Dear Family Member,

Over the next couple of weeks, your child will learn about the ancient Greek civilization. Your child will hear about the very first Olympic Games. S/he will also learn about the city-states of Sparta (known for their strong soldiers) and Athens (known as the birthplace of democracy).

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the ancient Greek civilization.

1. The Gods on Mount Olympus

Your child will learn that the Greek gods and goddesses were believed to live on Mount Olympus and that the first Olympic Games were held in their honor. Ask your child to sing the song about the Greek gods on Mount Olympus. The first part of this song is included in this letter. You may also wish to review the names of the twelve gods and goddesses of Mount Olympus.

2. Olympic Sports

Your child will learn about the different types of sporting competitions in the early Olympics, e.g., footraces, horseraces, discus throw. Ask your child which sporting event they would enjoy watching or playing. You may wish to watch or play that sport with your child.

3. Sayings and Phrases: Where There's a Will There's a Way

Your child will learn the saying "Where there's a will there's a way." This means when you make a firm decision to do something and keep trying at it, you can succeed. Share moments in your life when you or someone you know has accomplished something because of great determination or strong will. Talk to your child about the importance of not giving up and find opportunities to use this saying.

4. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. Attached is a list of recommended trade books related to *The Ancient Greek Civilization*. Your child's teacher may have books you can borrow from the classroom.

Let your child know how much you enjoy hearing about what s/he has learned at school.

Recommended Resources for The Ancient Greek Civilization

Trade Books for The Ancient Greek Civilization

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





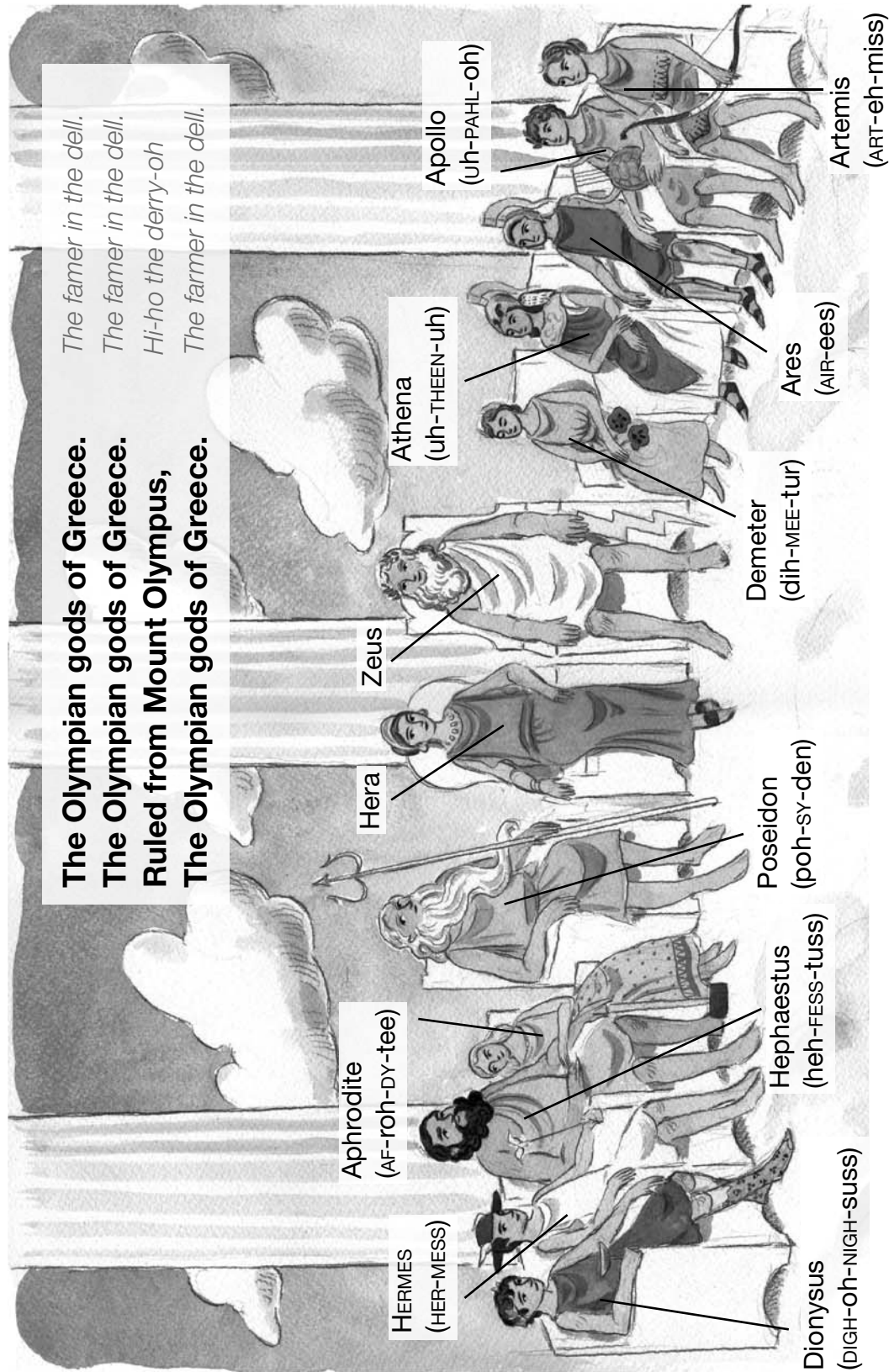
Vocabulary List for The Ancient Greek Civilization (Part 1)

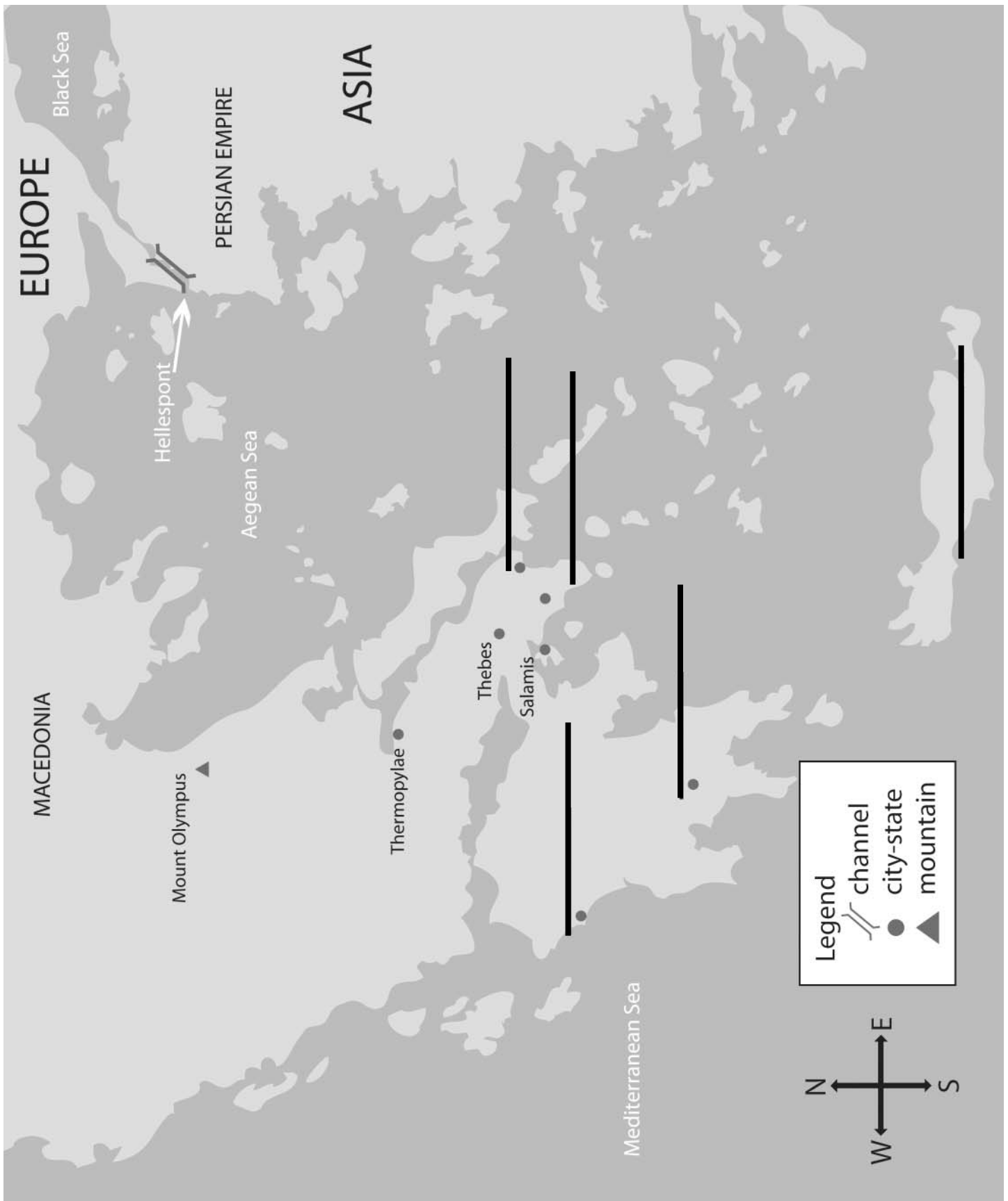
This list includes many important words your child will learn about in *The Ancient Greek Civilization*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ contributions
- ☐ independently
- ☐ rugged
- ☐ unique
- ☐ compete
- ☐ determination
- ☐ grand
- ☐ victory
- ☐ discomfort
- ☐ permanently
- ☐ self-discipline
- ☐ achieve
- ☐ architecture
- ☐ democracy

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

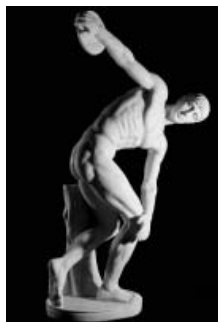


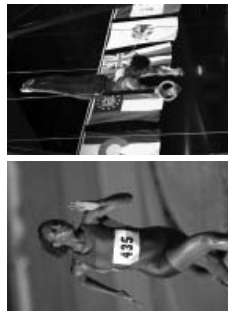


The Ancient Greek Civilization Chart**Jobs****Religion****City-States****Leaders**

The Ancient Greek Civilization Chart**Contributions**

The Ancient Greek Civilization Chart**Jobs****Religion****City-States****Leaders**

The Ancient Greek Civilization Chart**Contributions**





Songs and Chants for the Olympian gods and goddesses

Use these songs and chants to the tune of “Farmer in the Dell.”

Introduction

**The Olympian gods of Greece.
The Olympian gods of Greece.
Ruled from Mount Olympus,
The Olympian gods of Greece.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Zeus

**Zeus the king of gods
Zeus the king of gods
Lightning bolt is in his hand,
Zeus the king of gods.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Hera

**Hera queen of gods.
Hera queen of gods.
She’s the wife of Zeus,
Hera queen of gods.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Dionysus

**Dionysus god of wine.
Dionysus god of wine.
He’s the youngest of them all,
Dionysus god of wine.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Hermes

**Hermes is lightning fast.
Hermes is lightning fast.
Messenger for the gods,
Hermes is lightning fast.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Hephaestus

Hephaestus god of fire.
Hephaestus god of fire.
He's the master blacksmith,
Hephaestus god of fire.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Aphrodite

Aphrodite goddess of love.
Aphrodite goddess of love.
And the goddess of beauty,
Aphrodite goddess of love.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Poseidon

Poseidon rules the sea.
Poseidon rules the sea.
With a trident in his hand,
Poseidon rules the sea.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Demeter

Demeter goddess of grain.
Demeter goddess of grain.
Blessing harvests of the earth,
Demeter goddess of grain.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Athena

Athena, she's so wise.
Athena, she's so wise.
Protector of Athens,
Athena, she's so wise.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Ares

Ares god of war.
Ares god of war.
Violent and destructive,
Ares god of war.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Apollo

Apollo god of light.

The famer in the dell.

Apollo god of light.

The famer in the dell.

Playing music on his lyre,

Hi-ho the derry-oh

Apollo god of light.

The farmer in the dell.

Artemis

Artemis loves to hunt.

The famer in the dell.

Artemis loves to hunt.

The famer in the dell.

Bow and arrow in her hands,

Hi-ho the derry-oh

Artemis loves to hunt.

The farmer in the dell.

Conclusion

These are the twelve gods.

The famer in the dell.

These are the twelve gods.

The famer in the dell.

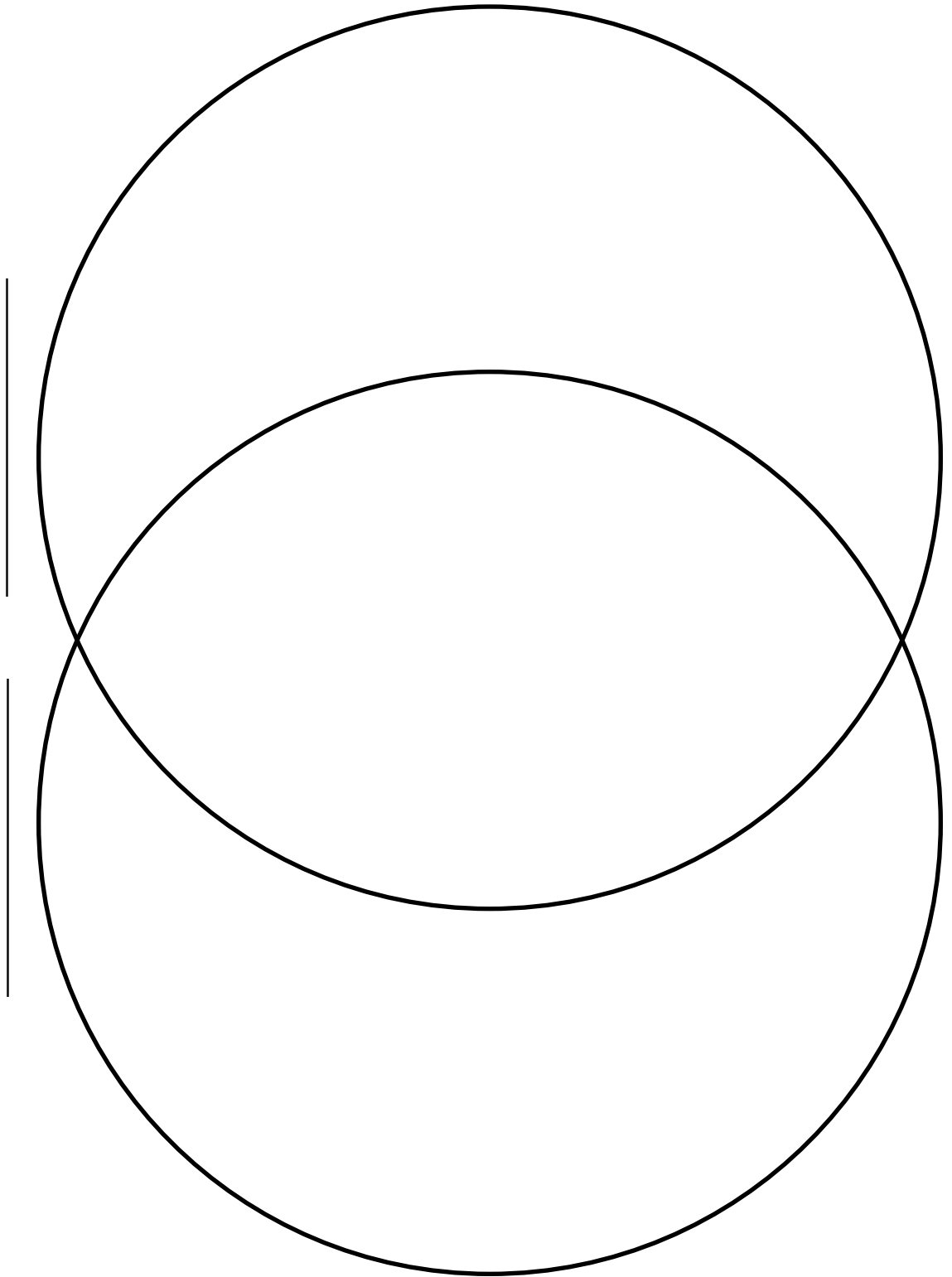
Each one has their special power,

Hi-ho the derry-oh

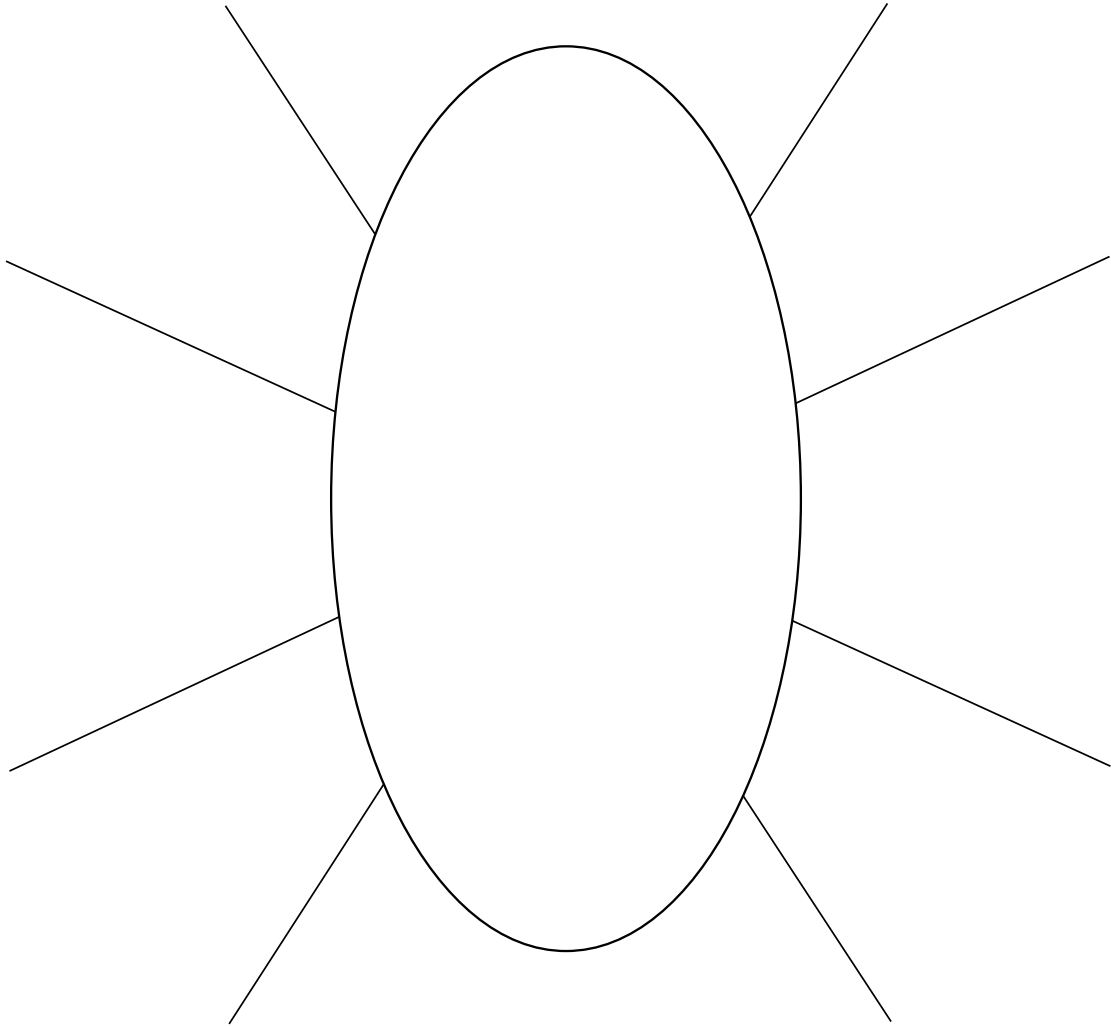
These are the twelve gods.

The farmer in the dell.

Directions: Write Sparta on the line to the left. Write Athens to the line on the right. Write how they are similar in the overlapping part of the Venn diagram. Write how they are different in the rest of the circle under each topic. [Use the words your teacher writes on the board.]



Directions: This is your Brainstorming Map. Write the character's name in the center oval. On the spokes coming out of the oval, copy what the teacher writes on the board.





Dear Family Member,

I hope your child has enjoyed learning about the ancient Greek civilization. Over the next several days your child will learn about two famous battles between Greece and Persia. S/he will also be introduced to the Greek philosophers Socrates, Plato, and Aristotle. Finally, your child will learn about Alexander the Great.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the ancient Greek civilization.

1. Ancient Greek Civilization or Present Day?

After your child has learned about the ancient Greek Civilization, you may wish to complete the activity page included with the letter. Ask your child to identify the picture of ancient Greece and the picture of present day. Then, help your child read the words below the pictures. Have your child draw a line from the word to one or both of the pictures at the top of the page.

2. Greek Foods

You may wish to try making these Greek foods with your child. [**Note:** Please be sure that your child is not allergic to any of the ingredients.]

Hummus	Greek Pasta Salad
Ingredients: 1 can of garbanzo beans/chickpeas (drained but keep the juice in a cup) 1 clove garlic (crushed) 2 teaspoons of cumin 1/2 teaspoon of salt 1 Tablespoon of olive oil Directions: In a blender or food processor combine beans, garlic, cumin, salt, and olive oil. Blend on low speed, adding left-over juice until mixture is smooth. Serve with pita chips or sliced vegetables.	Ingredients: 2 cups of elbow macaroni (cooked) 2 cups of mushrooms 15 cherry tomatoes (halved) 1 cup of sliced bell peppers 3/4 cup of feta cheese (crumbled) 1 can of black olives 1 cup of pepperoni (sliced) Directions: Toss all the ingredients together and add your child's favorite salad dressing. (For more authentic flavor, try a vinaigrette.)

3. Sayings and Phrases: Practice What You Preach

Your child will learn the saying "Practice what you preach." This means that you do what you tell others to do. Try to find moments to use this saying with your child.

4. Read Aloud Each Day

It is very important that you read with your child every day and listen to your child read to you.

I hope you have enjoyed hearing about the ancient Greek civilization from your child.



The Ancient Greek Civilization



Present Day

Olympics

elevators

democracy

chariots

motorcycles

Persian Wars

airplanes

farmers

Socrates

Spartan army
camps

marathons

supermarkets

Alexander the
Great



Vocabulary List for The Ancient Greek Civilization (Part 2)

This list includes many important words your child will learn about in *The Ancient Greek Civilization*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ avoid
- ☐ marathon
- ☐ mercy
- ☐ purposely
- ☐ tribute
- ☐ channel
- ☐ prefer
- ☐ affection
- ☐ marvelous
- ☐ philosopher
- ☐ proof
- ☐ ambitious
- ☐ devoted
- ☐ retreat
- ☐ tame

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

Directions: This is your Paragraph Chart. Follow along and copy what your teacher writes on the large Paragraph Chart on the board. Write the topic sentence in the first rectangle. Write three supporting details in the second, third, and fourth rectangles. Write the concluding sentence in the fifth rectangle.

Topic Sentence

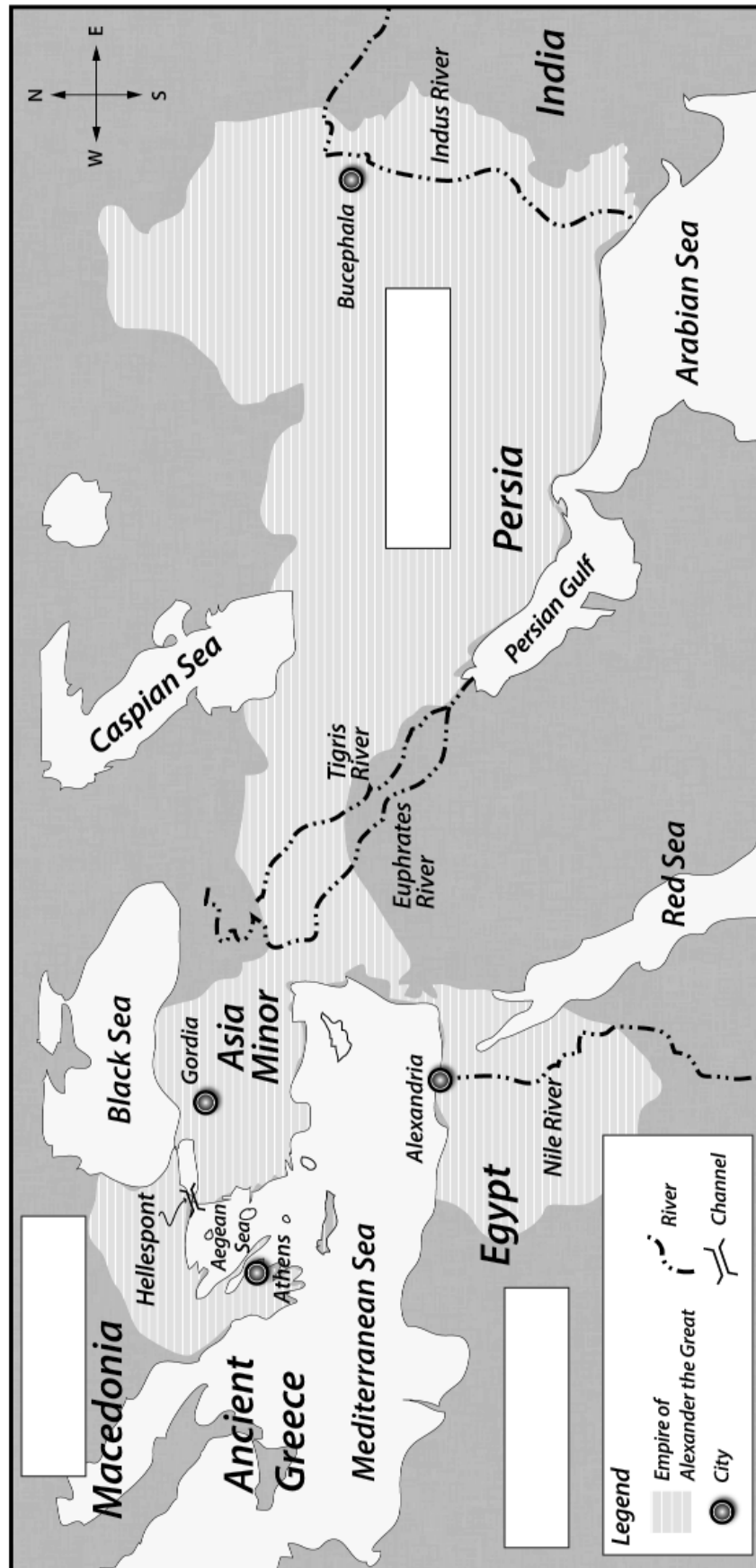
Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Concluding Sentence

Map of Alexander the Great's Empire



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

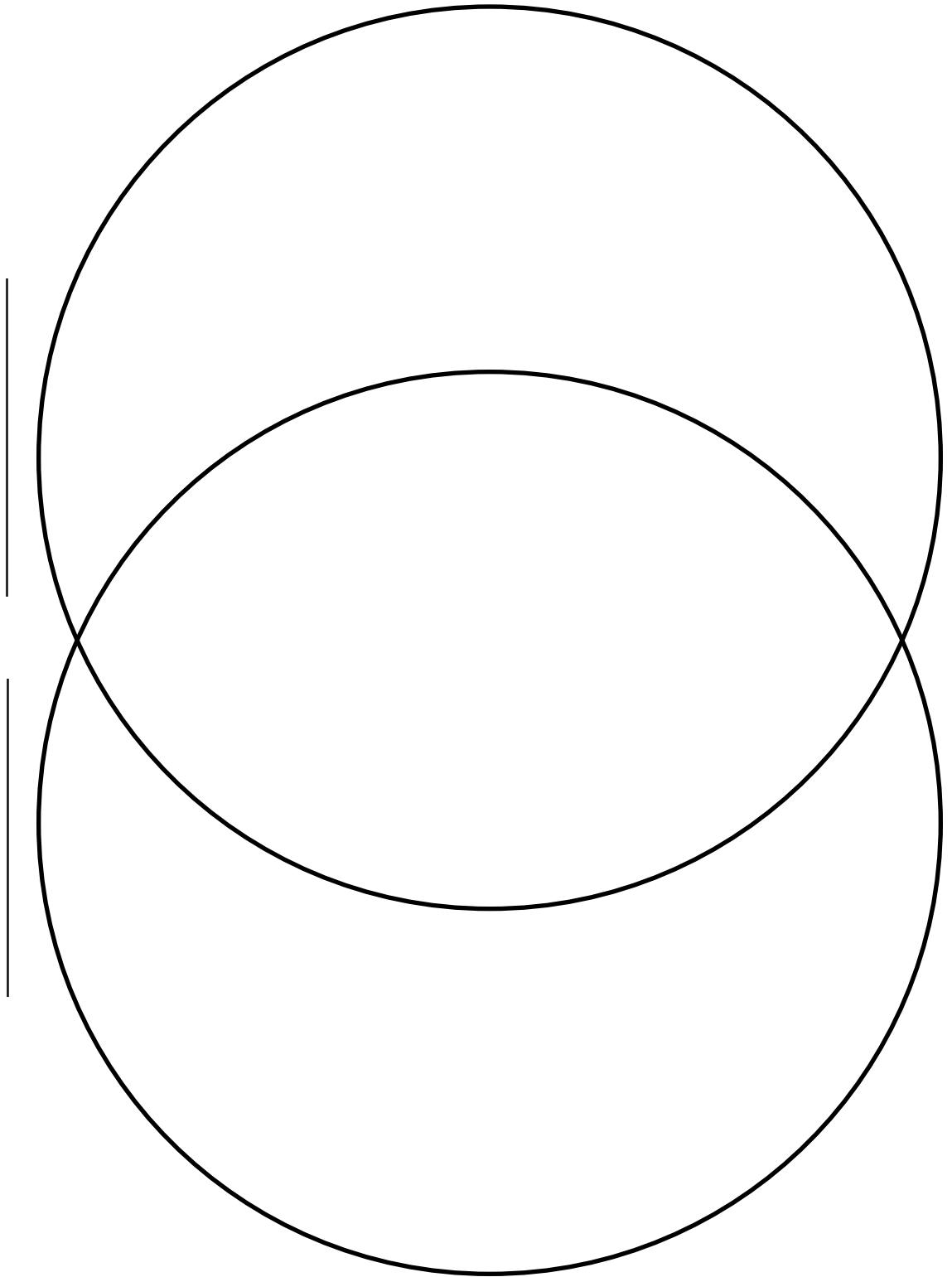
☐
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T




















he cat ran.

. ? !

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



Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



Directions: Listen to your teacher's instructions.

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

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

Directions: Listen to the sentence read by the teacher. Circle the letter 'T' if the sentence is true. Circle the letter 'F' if the sentence is false.

1.	T	F
2.	T	F
3.	T	F
4.	T	F
5.	T	F
6.	T	F
7.	T	F
8.	T	F
9.	T	F
10.	T	F

Directions: Listen to the sentence read by the teacher. Circle the letter 'T' if the sentence is true. Circle the letter 'F' if the sentence is false.

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

Directions: Listen to your teacher read each sentence. Think about the answer to the question. Write one or two complete sentences to answer each question or statement.

Write about one contribution that the ancient Greeks gave to the rest of the world.

If you could meet one of the people you learned about, whom would you choose? Why?

1. What was the most interesting thing you learned about the ancient Greek civilization?

Tens Recording Chart

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

[illegible]

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

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

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

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