



**Grade 2**

**Knowledge 2** | Teacher Guide

**The Ancient Greek Civilization**

Grade 2

Knowledge 2

---

# **The Ancient Greek Civilization**

---

**Teacher Guide**

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **[texashomelearning@tea.texas.gov](mailto:texashomelearning@tea.texas.gov)**.

ISBN 978-1-68391-944-5

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

**Attribution**—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. ([amplify.com](http://amplify.com)) and the Core Knowledge Foundation ([coreknowledge.org](http://coreknowledge.org)) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**<https://creativecommons.org/licenses/by-nc-sa/4.0/>**

© 2020 Amplify Education, Inc.  
**[amplify.com](http://amplify.com)**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# Contents

## THE ANCIENT GREEK CIVILIZATION

**Introduction** 1

**Lesson 1 The Ancient Greeks** 7

**Introducing the Read-Aloud** (15 min.)

- Core Connections
- Where Are We?

**Read-Aloud** (25 min.)

- Purpose for Listening
- “The Ancient Greeks”
- Comprehension Questions
- Word Work: *Independently*

**Application** (20 min.)

- Civilization Chart

**Lesson 2 Mount Olympus, Part I** 20

**Introducing the Read-Aloud** (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

**Read-Aloud** (30 min.)

- Purpose for Listening
- “Mount Olympus, Part I”
- Comprehension Questions
- Word Work: *Summoned*

**Application** (20 min.)

- Civilization Chart
- Retelling the Read-Aloud

**Lesson 3 Mount Olympus, Part II** 35

Lesson 3 has been intentionally removed from this unit. Teachers should move to lesson 4. There is no impact to TEKS/ELPS coverage.

**Lesson 4 The Olympic Games** 48

**Introducing the Read-Aloud** (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

**Read-Aloud** (30 min.)

- Purpose for Listening
- “The Olympic Games”
- Comprehension Questions
- Word Work: *Grand*

**Application** (20 min.)

- Civilization Chart
- Sayings and Phrases: Where There’s a Will, There’s a Way

## Lesson 5 All for Sparta

64

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

### Read-Aloud (30 min.)

- Purpose for Listening
- “All for Sparta”
- Comprehension Questions
- Word Work: *Spartan*

### Application (20 min.)

- Civilization Chart
- Syntactic Awareness: Conversations

## Lesson 6 Athens and the Olive Tree

78

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Making Predictions

### Read-Aloud (30 min.)

- Purpose for Listening
- “Athens and the Olive Tree”
- Comprehension Questions
- Word Work: *Ideal*

### Application (20 min.)

- Civilization Chart

## Lesson 7 Athens: The Birthplace of Democracy

93

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

### Read-Aloud (30 min.)

- Purpose for Listening
- “Athens: The Birthplace of Democracy”
- Comprehension Questions
- Word Work: *Democracy*

### Application (20 min.)

- Draft an Opinion

## Pausing Point (2 days)

108

## Lesson 8 Marathon

115

### Introducing the Read-Aloud (10 min.)

- Civilization Chart
- Essential Background Information or Terms

### Read-Aloud (30 min.)

- Purpose for Listening
- “Marathon”
- Comprehension Questions
- Word Work: *Tribute*

### Application (20 min.)

- Somebody Wanted But So Then

## Lesson 9 Thermopylae: The Persians Strike Again

132

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Making Predictions

### Read-Aloud (30 min.)

- Purpose for Listening
- “Thermopylae: The Persians Strike Again”
- Comprehension Questions
- Word Work: *Prefer*

### Application (20 min.)

- Multiple Meaning Word: *Channel*
- Vocabulary Instructional Activity: *Prefer*

## Lesson 10 The Great Thinkers of Greece

148

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

### Read-Aloud (30 min.)

- Purpose for Listening
- “The Great Thinkers of Greece”
- Comprehension Questions
- Word Work: *Marvelous*

### Application (20 min.)

- Sayings and Phrases: Practice What You Preach
- Plan a Fictional Narrative

## Lesson 11 Alexander the Great, Part I

163

### Introducing the Read-Aloud (10 min.)

- Civilization Chart

### Read-Aloud (30 min.)

- Purpose for Listening
- “Alexander the Great, Part I”
- Comprehension Questions
- Word Work: *Tame*

### Application (20 min.)

- Draft a Fictional Narrative

## Lesson 12 Alexander the Great, Part II

177

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Making Predictions

### Read-Aloud (30 min.)

- Purpose for Listening
- “Alexander the Great, Part II”
- Comprehension Questions
- Word Work: *Invader*

### Application (20 min.)

- Map of Alexander the Great's Empire
- Edit a Fictional Narrative

## Domain Review (1 day)

192

## Domain Assessment (1 day)

196

## Culminating Activities (1 day)

200

## Teacher Resources

203



# Introduction

This introduction includes the necessary background information to be used in teaching *The Ancient Greek Civilization* domain. The Teacher Guide for *The Ancient Greek Civilization* contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

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

---

## INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *The Ancient Greek Civilization*
- Activity Book for *The Ancient Greek Civilization*
- Image Cards for *The Ancient Greek Civilization*
- Digital Components for *The Ancient Greek Civilization*

Additional resources that you may wish to integrate into your classroom instruction are:

- Book Guide for *Pythagoras and the Ratios* by Julie Ellis
- Read-Aloud Videos for *The Ancient Greek Civilization*

All instructional materials can also be found on the program's digital components site.

---

## ADDITIONAL RESOURCES

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.



---

## 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 mythical 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 its ideals are used today in many governments, including our own. 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.

The ancient Greek civilization that students will be reading about and discussing in this unit also provides opportunities for students to build content knowledge and draw connections to the social studies subject area but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Geography, Government, and Social Studies Skills from the social studies discipline.

---

## WHAT STUDENTS HAVE ALREADY LEARNED

The following 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)**
- **Early American Civilizations (Grade 1)**

## CORE VOCABULARY FOR THE ANCIENT GREEK CIVILIZATION

The following list contains all of the core vocabulary words in *The Ancient Greek Civilization* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p><b>Lesson 1</b> boundaries contributions <b>independently</b> rugged unique</p>	<p><b>Lesson 5</b> conquest council permanently self-discipline <b>Spartan</b></p>	<p><b>Lesson 9</b> channel defeating deserted fate <b>prefer</b></p>
<p><b>Lesson 2</b> delightfully longingly massive messenger <b>summoned</b></p>	<p><b>Lesson 6</b> blessing <b>ideal</b> ignite overjoyed swiftly</p>	<p><b>Lesson 10</b> affection astonishing <b>marvelous</b> philosopher proof</p>
<p><b>Lesson 3</b> <b>Lesson has been intentionally removed.</b></p>	<p><b>Lesson 7</b> achieve architecture assembly debated <b>democracy</b></p>	<p><b>Lesson 11</b> ambitious devoted retreat <b>tame</b></p>
<p><b>Lesson 4</b> compete determination <b>grand</b> sacred victory</p>	<p><b>Lesson 8</b> avoid marathon mercy purposely <b>tribute</b></p>	<p><b>Lesson 12</b> attention flung <b>invader</b> proclaimed</p>

---

## CORE CONTENT OBJECTIVES

- Define the term *civilization*, and describe the key components of a civilization.
- Identify important ancient Greek geography on a map.
- Describe the terrain of ancient Greece and how it affected the civilization's development.
- State that the ancient Greeks worshipped many mythical gods and goddesses and believed they lived on Mount Olympus.
- Name and describe some ancient mythical Greek gods and goddesses.
- Describe the Olympic Games of ancient Greece.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Explain what a city-state was in ancient Greek civilization.
- Describe the city-state Sparta and the Spartan way of life.
- Explain why Athens is named after the mythical goddess Athena.
- Describe the city-state Athens and the Athenian way of life.
- Explain what democracy is, and state that it originated in Athens.
- Compare/contrast life in Sparta with life in Athens.
- Explain the significance of the Battle of Marathon.
- Explain the significance of the Battle of Thermopylae.
- Identify Socrates, Plato, and Aristotle, and describe their contributions as famous philosophers of ancient Greece.
- Describe the accomplishments of Alexander the Great.

---

## WRITING

In this domain students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students will also work independently to write a short opinion on whether they would prefer to live in Athens or Sparta. Toward the end of the domain, students will begin to explore the genre of fictional writing. They will learn to establish a character and will incorporate facts about ancient Greece into a piece of fictional writing. During this project, they will use the writing process to plan, draft, and edit a short piece of fictional writing. During the editing process, students will focus on editing drafts for prepositions and prepositional phrases, correct use of pronouns, and using commas in a series and in dates.

### Writing Portfolio

The following activities may be added to students' writing portfolios:

- The Ancient Greek Civilization Notebook (Activity Page 1.1)
- Draft an Opinion: Which City-State? (Activity Page 7.1)
- Somebody Wanted But So Then (Activity Page 8.1)
- Fictional Narrative (Activity Pages 10.1, 11.1, 12.2)
- Domain Assessment Part IV (DA.4)



## THE ANCIENT GREEK CIVILIZATION

# The Ancient Greeks

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will answer questions about the key components of a civilization.

✦ **TEKS 2.1.A; TEKS 2.6.E**

Students will recount key details and generate questions for informal inquiry, with adult assistance, about the ancient Greek civilization.

✦ **TEKS 2.1.A; TEKS 2.6.F; TEKS 2.13.A**

### Language

Students will demonstrate understanding of the prefix *in-* and the Tier 2 word *independently*.

✦ **TEKS 2.3.D**

### Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.13.C; TEKS 2.13.E**

## FORMATIVE ASSESSMENT

### Activity Page 1.1

### Ancient Greek Civilization Notebook

Students will record information about jobs in the ancient Greek civilization.

✦ **TEKS 2.13.C**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.13.E** Demonstrate understanding of information gathered.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (15 min.)</b>			
Core Connections	Whole Group	15 min.	<input type="checkbox"/> Poster 1 (Flip Book)
Where Are We?			
<b>Read-Aloud (25 min.)</b>			
Purpose for Listening	Whole Group	25 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Poster 1 (Flip Book) <input type="checkbox"/> Flip Book: 1A-1–1A-5
“The Ancient Greeks”			
Comprehension Questions			
Word Work: <i>Independently</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Civilization Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Cards 1–3 <input type="checkbox"/> Activity Page 1.1
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.2

## ADVANCE PREPARATION

### Read-Aloud

- Display Poster 1 (Map of Ancient Greece) in your classroom for quick reference throughout this domain.
- Create and label a civilization chart similar to the Ancient Greek Civilizations chart. Title this “Our Civilization Chart”. This can be created on chart paper or board. Students will add to this as they engage in the brainstorming activity. It is recommended that you keep this chart to help students compare and contrast with the Ancient Greek Civilization learned in this domain.

### Application

- Create and label a large Ancient Greek Civilization Chart as follows. This chart will need to be able to fit 8.5”x 11” Image Cards. You may use a bulletin board or blank wall in your classroom and cover it with white paper. You will add to this chart throughout the domain. A completed version of this chart can be found in Teacher Resources and in the digital components for this domain.

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	

- Tear out and staple together Activity Page 1.1 (three pages front and back) for each student in advance to save class time. Students will create an Ancient Greek Civilization Notebook from these three pages by binding them with staples along the left edge of the pages.

### Universal Access

- You may want to use blocks to represent mountains and small figurines to represent city-states to show how city-states were isolated by the landscape. You may also want to show students a topographical map of Greece so they can see the rugged terrain.



## CORE VOCABULARY

**boundaries, n.** edges; real or imaginary lines that form a border

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.** helpful or important things or ideas that are shared and/or passed down through time

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 was exhausted after hiking up the rugged mountain trail.

Variation(s): none

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

Example: My aunt has a unique collection of coins.

Variation(s): none

Vocabulary Chart for “The Ancient Greeks”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		boundaries contributions independently ( <i>independiente</i> ) unique ( <i>único/a</i> )	
Multiple Meaning		rugged	
Sayings and Phrases	city-state minding its own business		

## Lesson 1: The Ancient Greeks

# Introducing the Read-Aloud



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Listening Actively

#### Beginning

Ask students simple yes/no questions (e.g., “Are jobs a key component of a civilization?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “\_\_\_\_\_ is a key component of a civilization.”).

#### Advanced/Advanced High

Encourage students to use content-related words in complete sentences (e.g., “Farming was an important job in the ancient Mayan civilization.”).

**ELPS 1.E; ELPS 2.C;**

**ELPS 3.D**

**Speaking and Listening:** Students will answer questions about the key components of a civilization.

**TEKS 2.1.A; TEKS 2.6.E**

### CORE CONNECTIONS (10 MIN.)

#### What Do We Know?

**Note:** Students who have participated in the program may be familiar with these ancient civilizations from the Grade 1 *Early American Civilizations* domain.

- Review what ancient civilizations are:
  - What does the word *ancient* mean? (*Ancient means very old.*)
  - What does the word *civilization* mean? (*A civilization is a group of people living together in a well-organized way. Civilizations often have cities, farming, leaders, writing, and/or a religion.*)
  - So, an ancient civilization is one that is very old and was formed many, many years ago.
  - What ancient civilizations have you learned about? (*Grade 1: Maya, Aztec, and Inca*)
  - What do you remember about these civilizations? (*Answers may vary.*)
- Tell students that we will now think about and discuss what our civilization looks like in our world. Remind students of the key components of civilizations. (*jobs, religion, city-states, leaders*)
- Display the Our Civilization Chart that you prepared in advanced.
- Tell students that they will engage in a Turn and Talk about jobs, religions, cities, states, and leaders in our world.
- Model for students by using one of the listed components of civilization.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

- Have students turn to a partner to brainstorm and discuss three ideas using the following questions.
  - What are some jobs we have in our world? (*Answers may vary but may include construction workers, musicians, farmers.*)
  - What are some religious places we have? (*Answers may vary but may include Church, Temple, Synagogue, Mosque, the Alamo.*)
  - What are some cities we have in our states? (*Answers may vary but may include Austin, Houston, Dallas.*) What are some states we have in our country? (*Answers may vary but may include Texas, Oklahoma, Alabama, New Mexico.*)
  - Who are some leaders we have in our world? (*Answers may vary but may include Rev. Dr. Martin Luther King Jr, Malala, Gov Greg Abbott, Eleanor Roosevelt, and Irma Rangel.*)
- Tell students that they are going to hear about an ancient civilization with many of the same key components.

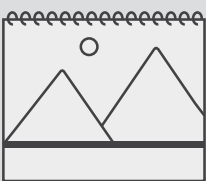
### WHERE ARE WE? (5 MIN.)

- Tell students that the civilization they are going to hear about is still remembered today for the way its people thought and lived.
- Tell students that this civilization developed in an area of the world across the Atlantic Ocean on the continent of Europe.
- Using a world map or globe, have a volunteer point to where your class lives in the United States and then point to the continent of Europe.
- Point to the present-day country of Greece, and tell students that long, long ago, a large group of people lived together in that area in a well-organized way as a civilization.

### Show Poster 1 (Map of Ancient Greece)

- Tell students you will be referencing this map of Greece throughout the domain. Compare the outline of Greece on the poster to the outline of Greece on your world map or globe.

Flip Book Poster 1



#### Check for Understanding

**Name It:** Name the four key components of a civilization. (*cities, jobs, leaders, religion*)

## Lesson 1: The Ancient Greeks

# Read-Aloud



**Speaking and Listening:** Students will recount key details and generate questions for informal inquiry, with adult assistance, about the ancient Greek civilization.

📌 **TEKS 2.1.A; TEKS 2.6.F; TEKS 2.13.A**

**Language:** Students will demonstrate understanding of the prefix *in-* and the Tier 2 word *independently*.

📌 **TEKS 2.3.D**

### PURPOSE FOR LISTENING

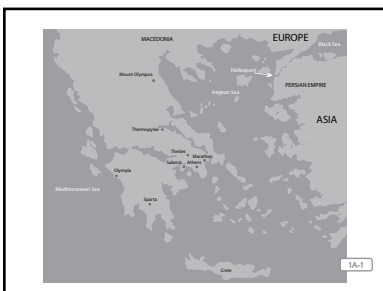
- Tell students to listen to find out more about this ancient civilization that developed long ago across the Atlantic Ocean on the continent of Europe.

### “THE ANCIENT GREEKS” (15 MIN.)

About two thousand eight hundred years ago, there lived a civilization of people called the ancient Greeks. *[Point to each area on a world map or globe as you read the following text.]* Today, part of the area where this ancient civilization lived is called Greece. Long ago, however, the ancient Greeks lived on a much larger area of land. The **boundaries** *or edges* of ancient Greece spread widely to the east and west, into many areas bordering on the Black Sea to the north, and across hundreds of islands in the Mediterranean and Aegean *[/i j \*ee\*ən/]* Seas. Expeditions *or journeys* by land and by ship allowed the ancient Greeks to travel as far west as present-day Britain and as far east as India. *[Show the distance from Greece to Britain and India on the world map or globe.]* The ancient Greeks traveled to explore far-off lands, and also to trade—or buy and sell—goods with people from other areas.

### Support

One way to remember the three seas that formed the boundaries of ancient Greece is the acronym BAM—B: Black, A: Aegean, and M: Mediterranean.



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

The ancient Greeks were similar to other ancient civilizations in some ways. They had writing systems, leaders and laws, religions, and different people to do different jobs. And all of these ancient civilizations—the Egyptians, Mesopotamians, Indians, Chinese, Maya,

📌 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Inca, Aztec, and Greeks—discovered ways to design and build magnificent structures *or buildings* that can still be seen today. You will see pictures of some of these structures in another lesson.



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

The ancient Greeks, however, were also different from other ancient civilizations in many important ways. Unlike the Egyptians and Mesopotamians, the Greeks did not develop around a great river, like the Nile in Egypt or the Tigris and Euphrates [/*yoo\*frae\*teez/*] near Babylon. Greek land was not as fertile as the land near those wide, flooding rivers. *What adjectives would you use to describe the Greek land in this picture?* Greece is a land of high, **rugged** *or uneven*, rocky mountains, and in many parts, farming for the ancient Greeks was a struggle. *It is difficult to farm on mountains and rugged land.* You are going to hear about one type of hardy *or strong* tree, however, that the ancient Greeks were able to grow in abundance. *or in great amounts* [Point to the tree in the image.] In addition to being farmers, some Greeks were also shepherds who took care of sheep on this **rugged** land.

**Support**

Here, *rugged* means rough and uneven. The word *rugged* can also mean sturdy and strong like a rugged cowboy or cowgirl who is used to living outside.

**Challenge**

Why do you think the people of Crete became skilled seafarers? (Because they lived on an island surrounded by the sea and needed to fish and trade to survive.)

**Support**

Use blocks to represent mountains and small figurines to represent city-states. Show how city-states were isolated by the landscape.



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

Some Greeks built harbors near the Black, Aegean, and Mediterranean Seas, and many became expert sailors and fishermen, using boats like the one in this image. [Point to the boat and then to the coastline in the image.] Harbors are sheltered places on the water where ships can safely load and unload their cargo, *or goods*. The largest island in the Mediterranean Sea was known—and is still known today—as Crete. [Ask a volunteer to point to the island of Crete on Poster 1.] Because they were surrounded by water, the ancient Greeks on the island of Crete became especially skilled seafarers, a name for people such as fishermen and sailors who earn a living by working at sea.



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

[Point to the mountains and valley as you read the following text.]

The high Greek mountains also made a difference in the way ancient Greece was ruled. Because the mountains split Greece into lots of little valleys, it was very difficult

to move from place to place. Many Greeks stayed in one place and married people from the same community. Each city in each valley became its own little nation, which we refer to today as a city-state. Each city-state had its own government and its own laws, which controlled the surrounding area. All the ancient Greek city-states shared the same language, although each city-state had different dialects, or slightly different ways of speaking the language. *Why did city-states develop on their own?* (Because there were many mountains between them.)

Sometimes the Greeks had the same ideas of how to live their lives, but they did those things **independently** of one another. *The word independently means acting on your own or in a way that is free from the control of other people or things.* In fact, the ancient Greeks were highly competitive, and only in an emergency would they work together. After each emergency, each city-state would go back to independently minding its own business. People in each city-state thought of themselves less as united Greeks and more as citizens of their particular city-state.



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

The ancient Greeks looked at the world around them very differently from the way other people of their time looked at things. For example, you are going to hear the story of how one city-state decided not to have a king

anymore. Not only was this different from what other Greeks were doing, it was completely different from what the Mesopotamians and Egyptians had done before, and from what the Aztec, Inca, and other civilizations would do in the future.

You will hear more about this later. For now, all I will say is that the Greeks had a **unique** or *special and one-of-a-kind* way of seeing and thinking about things. We have a lot of exciting adventures ahead of us as we learn about the unique way the ancient Greeks lived and thought about things, and how their many **contributions** are a part of our lives today. *Contributions are things or ideas that are shared and passed on because they are helpful and good.*

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH  
LANGUAGE  
LEARNERS



## Language

### Modifying to Add Details

#### Beginning

With teacher support, have students insert the adverb *independently* into a sentence.

#### Intermediate

With peer support, have students insert the adverb *independently* into a sentence.

#### Advanced/Advanced High

Have students verbally craft a detailed sentence using the adverb *independently*.

ELPS 1.F; ELPS 3.B;

ELPS 4.C

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal** What is a civilization? (*a large group of people living together in a well-organized way*)
2. **Literal** Ancient Greek government was organized by city-states. What is a city-state? (*an independent city and the surrounding area it controlled*)
3. **Inferential** Describe the terrain, or land, of ancient Greece. (*rugged, rocky, not near a river, surrounded by seas; not as fertile for growing crops as land in other areas*)
4. **Inferential** How did this terrain affect how the ancient Greek civilization developed? (*People farmed less and used the surrounding seas more for fishing, trade, and travel.*)
5. **Evaluative** *Think-Pair-Share:* How were the ancient Greeks unique, or special? (*They had city-states that acted independently; they came up with a way not to be ruled by a king; etc.*)
6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [Make note of these questions to see if students can answer them themselves as they learn new information throughout the domain.] **TEKS 2.13.A**

## WORD WORK: INDEPENDENTLY (5 MIN.)

1. In the Read-Aloud you heard, "Sometimes the Greeks had the same ideas of how to live their lives, but they did those things independently of one another."
2. Say the word *independently* with me.
3. If you do something independently, you do it on your own, without the influence or help of someone or something else.
4. The mother bird feeds the baby bird until it is big enough to feed itself independently.
5. Have you ever done something independently or seen someone else doing something independently? Try to use the word *independently* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I \_\_\_\_\_ independently when . . ."]
6. What's the word we've been talking about?

**TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance.

**Use an Antonyms activity for follow-up.** The antonym, or opposite, of the word *independently* is *dependently*. The prefix *in-* often makes a word have an opposite meaning, just like the prefix *un-*. What do you think *dependently* means? [Prompt students to realize that *dependently* means acting with 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 live dependently on their owners, but wild animals survive independently, without the help of humans.



### Check for Understanding

There are other words that have *in-* at the beginning and if you remove the *in-* you make the antonym. [Say each of the following words on the T-chart and ask students to define the word without and then with the prefix. Then, if there is time, allow students to think of their own examples.]

- visible/invisible
- correct/incorrect
- active/inactive

### Challenge

Ask students to think of their own words with the prefix *in-*. Then, challenge them to see if the word has the opposite meaning when you remove *in-*.





Reading

Writing

**Beginning**

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

**Intermediate**

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

**Advanced/Advanced**

**High**

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 3.I;**

**ELPS 4.G; ELPS 5.G**

Image Cards 1, 2, 3



**Challenge**

What did the jobs in the ancient Greek civilization have in common? Have students discuss and record their responses.

**Lesson 1: The Ancient Greeks**

# Application



**Writing:** With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

**TEKS 2.13.C; TEKS 2.13.E**

**CIVILIZATION CHART (20 MIN.)**

- Show students the chart you created in advance. Tell students that you are going to create an Ancient Greek Civilization Chart together to record examples of the components of the ancient Greek civilization: jobs, religion, city-states, leaders, and contributions. Tell students the ancient Greeks had a system of writing but that they won't learn about it in this domain so it's not included in the chart.
- Point to the "Contributions" column, and tell students the ancient Greek civilization made many contributions and that they will learn about them in later Read-Alouds.
- Ask students what different jobs people had in ancient Greece. Place Image Cards 1 (farming), 2 (shepherding), and 3 (seafaring) in the "Jobs" column. Write labels below each image on the chart.
- Ask students what they see in the images and what they remember about the jobs the ancient Greeks had: farming, shepherding, and seafaring.

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming				
Image Card 2: shepherding				
Image Card 3: seafaring				

**TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.13.E** Demonstrate understanding of information gathered.

- Tell students they will each take notes in a notebook to record the information from the Ancient Greek Civilization Chart. Have students take out Activity Page 1.1 (three pages front and back which you previously stapled together). Students will use this notebook throughout the domain so keep it in a safe place.
- Have students record words or illustrations representing farming, shepherding, and seafaring on the “Jobs” page of their notebooks.
- Tell students to listen carefully to the next lessons for more components of the ancient Greek civilization that they can record on the Ancient Greek Civilization Chart and in their notebooks.
- Collect students’ notebooks to check that they understood the jobs in ancient Greek civilization.



### Check for Understanding

**Recall:** Name and describe one job in the ancient Greek civilization. Call on three students to answer. (*farming—farmers grew and harvested food; shepherding—shepherds raised sheep; seafaring—seafarers fished and transported goods on the sea*)

End Lesson

## Lesson 1: The Ancient Greeks

# Take-Home Material

### FAMILY LETTER

- Send home Activity Page 1.2.

### Activity Page 1.1



### Challenge

If students complete their notes early, you may have them create a cover for their Ancient Greek Civilization Notebooks. Have students write a title, their names, and draw a picture that represents what the notebook contains.

### Activity Page 1.2



## 2

## THE ANCIENT GREEK CIVILIZATION

Mount Olympus,  
Part I

## PRIMARY FOCUS OF LESSON

## Reading

Students will recount key details of the ancient Greek religion.

✦ **TEKS 2.1.A; TEKS 2.6.G**

Students will develop social communication such as distinguishing between asking and telling. **TEKS 2.1.E**

## Language

Students will demonstrate understanding of the Tier 2 word *summoned*.

✦ **TEKS 2.3.B**

Students will use the conventions of language to describe a time when they were summoned. **TEKS 2.1.C**

## Writing

With assistance, students will use a graphic organizer to identify elements of the ancient Greek civilization.

✦ **TEKS 2.7.E; TEKS 2.13.C**

## Reading

Students will demonstrate an understanding of the characters and sequence of events in “Mount Olympus” by orally retelling the story using temporal words.

✦ **TEKS 2.7.D**

## FORMATIVE ASSESSMENT

## Exit Pass

**Write or Draw About It:** Students will name and illustrate or write about one mythical Greek god or goddess.

✦ **TEKS 2.7.D**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

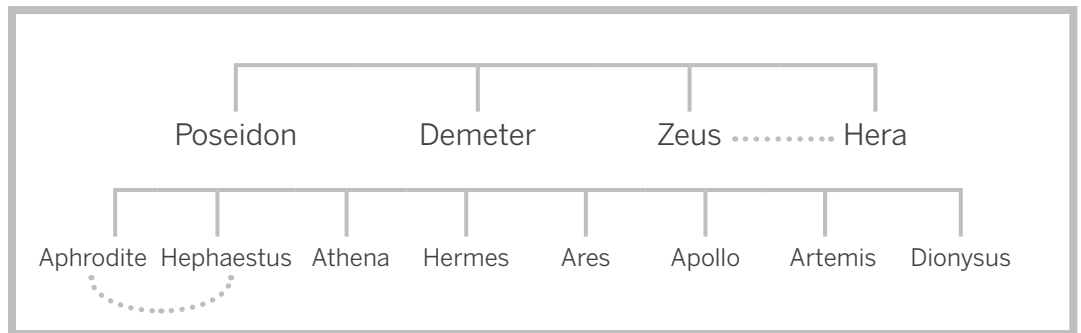
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Posters 1, 3 (Flip Book) <input type="checkbox"/> Flip Book: 2A-1
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 2A-2–2A-9
“Mount Olympus, Part I”			
Comprehension Questions			
Word Work: <i>Summoned</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Civilization Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Card 4 <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1) <input type="checkbox"/> costumes or props (optional)
Retelling the Read-Aloud			

## ADVANCE PREPARATION

### Universal Access

- Draw the following family tree diagram of the mythical Olympian gods on chart paper, a chalkboard, or a whiteboard. Refer to it throughout Lessons 2 and 3. The dotted lines indicate marriage. Note that this family tree is oversimplified for the purposes of this domain and for age-appropriateness. Greek myths are revisited in later grades to further discuss what was believed to be the complex origins and relationships of the mythical Greek gods.



- Display Poster 3 (Mythical Gods and Goddesses of Mount Olympus) throughout Lessons 2 and 3 to use as a reference.
- During Retelling the Read-Aloud, assign one or two students to play each mythical god or goddess throughout Lessons 2 and 3. Give the student(s) props to help them remember who their character is and what he/she is known for. This student or pair will become the expert on the mythical god or goddess and can help peers remember key details in the story. The following mythical gods and goddesses are introduced in Lesson 2: Hermes, Apollo, Artemis, Poseidon, Zeus

## CORE VOCABULARY

**delightfully, adv.** with great enjoyment or pleasure

Example: Anya delightfully helped her mother cook their favorite meal, homemade macaroni and cheese.

Variation(s): none

**longingly, adv.** with great longing or desire

Example: Santiago looked longingly in the pet store window, daydreaming about owning a puppy someday.

Variation(s): none

**massive, adj.** very large, heavy, and solid

Example: The pyramids in ancient Egypt were built with massive stones.

Variation(s): none

**messenger, n.** someone who carries messages and does other errands, or jobs

Example: The class messenger passed on a very important message from the teacher to the front office.

Variation(s): messengers

**summoned, v.** called forth or requested to come

Example: The teacher summoned a student to the chalkboard to solve a math problem.

Variation(s): summon, summons, summoning

**Vocabulary Chart for “Mount Olympus, Part I”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		delightfully longingly massive ( <i>masivo/a</i> ) messenger ( <i>mensajero</i> ) summoned	
Multiple Meaning			
Sayings and Phrases	flitting here and there light up a room fond of him		

## Lesson 2: Mount Olympus, Part I

Introducing the  
Read-AloudENGLISH  
LANGUAGE  
LEARNERS

Reading

Exchanging Information  
and Ideas**Beginning**

Reframe questions as simple yes/no questions (e.g., “Is a civilization an organized group of people?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “A civilization is a group of people who . . .”).

**Advanced/Advanced  
High**

Encourage students to use key details in complete sentences (e.g., “A civilization is a group of people living together in a well-organized way.”).

**ELPS 1.E; ELPS 2.G;****ELPS 4.G****Reading:** Students will recount key details of the ancient Greek religion.**TEKS 2.1.A****WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Ask the following questions to review what students learned in the previous Read-Aloud about the ancient Greek civilization.
  - What is a civilization? (*a group of people living together in a well-organized way*)
  - What is a city-state? (*an independent city and the surrounding area it controlled*)
- Remind students that they are learning about key components of the ancient Greek civilization.

**Check for Understanding**

Ask students to identify and describe the three images showing farming, shepherding, and seafaring in the “Jobs” column of the Ancient Greek Civilization Chart.

**ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)**

- Remind students that, in addition to jobs, one of the key components of a civilization is religion, or a set of beliefs and practices.
- Explain that religion in ancient times often developed as a way to explain how things came to be or how things happened in nature, such as thunder and lightning, the tides of the ocean, or the seasons.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

### Show image 2A-1: Mount Olympus

- Tell students that, like the Mesopotamians, Egyptians, and the people of other ancient civilizations, the ancient Greeks believed in mythical beings called gods and goddesses. Tell students mythical gods are male beings, and mythical goddesses are female beings.

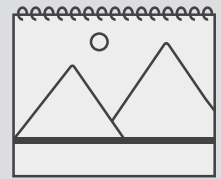
### Show Poster 3: Mythical Gods and Goddesses of Mount Olympus

- Point to Poster 3, and explain that the Greeks believed that the most powerful mythical gods and goddesses lived in a palace on the very top of Mount Olympus, the highest mountain in Greece.

### Show Poster 1: Map of Ancient Greece

- Show students the location of the mountain on Poster 1. Explain that the ancient Greeks believed these mythical gods and goddesses were ruled by a king named Zeus and a queen named Hera (point to Zeus and Hera on Poster 3), and that they each had a different power or skill that explained how something came to be or how something happened in nature.
- Explain that these mythical gods and goddesses were also believed to be immortal, or able to live forever.

Flip Book 2A-1,  
Posters 1, 3



### Challenge

Ask students what the opposite of *immortal* is. (*mortal*) Then ask students what the prefix *im-* means. (*not*)



## Lesson 2: Mount Olympus, Part I

# Read-Aloud



**Reading:** Students will recount key details of the ancient Greek religion.

✦ **TEKS 2.6.G**

Students will develop social communication such as distinguishing between asking and telling. **TEKS 2.1.E**

**Language:** Students will demonstrate understanding of the Tier 2 word *summoned*.

✦ **TEKS 2.3.B**

Students will use the conventions of language to describe a time when they were summoned. **TEKS 2.1.C**

### PURPOSE FOR LISTENING

- Tell students to listen to this fictional story to learn more about the mythical gods and goddesses the ancient Greeks believed lived on Mount Olympus.

### “MOUNT OLYMPUS, PART I” (15 MIN.)



#### Show image 2A-2: Twelve thrones on Mount Olympus

The day began **delightfully** or *happily*, of course. Every day began delightfully on Mount Olympus, for it was the home of the mythical gods. Because these mythical gods called Mount Olympus their home, they were called the Olympian gods.

Sometimes they enjoyed roaming on Earth, which is where the mythical gods could be found at this moment—all except Hermes [/*her\*meez*/] and Apollo [/*ə\*pol \*oe*/]. *What do you see in the image? Why do you think there are twelve thrones?*



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

[*Point to each mythical god as you read.*] Hermes, **messenger** of the mythical gods and son of Zeus [/*zooos*/], appeared in an instant at the side of his brother Apollo. *A messenger is someone who*

- ✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

carries messages and does errands. Hermes was wearing his famous winged sandals and winged helmet, and he carried a small, wooden stick, or baton, with wings on either side. All of these extra wings gave Hermes even greater speed than he already possessed *or had*. Because he was constantly flitting here and there, *or moving lightly and quickly* carrying news among the mythical gods and leading lost travelers back in the right direction, Hermes needed all the speed he could get. When he was moving his fastest, it always seemed as if—WHOOSH!—he just appeared out of nowhere.

Apollo, the god of music and poetry, was startled when Hermes suddenly appeared, even though he should have been used to it by now. “Do you have to pop up like that?” he protested. *or said with disapproval* “I was just composing the most wonderful song on my harp, and you have made me forget where I was in the melody.” *If Apollo is composing a song, what is he doing?*

“So sorry,” Hermes exclaimed, although he was secretly pleased, for he was a bit of a trickster. *What is a trickster?* Hermes went on, “But soon you will have more of an audience, for our father, Zeus, has **summoned** *or called* us all here to the great hall at once.” Glancing around nervously, he added quietly, “And you know how he can be when he is kept waiting.” *Who is Zeus?* (the king of the mythical gods and goddesses)



### Show image 2A-4: Hermes listening to Apollo’s song

Hermes looked at the harp he had given to Apollo long ago, made from the shell of a large tortoise with strings stretched across it. “Still, I can stay for a moment if you would be kind enough to play whatever you were working on.” He sat down on a thick cushion on the floor.

Apollo smiled, and because he was also the god of light, his smile could truly light up a room. “I would be delighted,” he said, and his fingers ran so swiftly *or quickly* across the harp strings that they seemed almost liquid. As always, the song was so beautiful that anyone listening would think it must be the best song that could ever be played—that is, until Apollo played the next one.

Hermes actually sat unmoving, which was quite rare for him, and at the end of the song, he sighed. Then he was gone, his parting “thank you” hanging in the air. Apollo thought, “That boy must learn to slow down.” *Why is it rare for Hermes to sit still?* (Because he is a messenger and always hurrying to deliver messages.)

### Support

If Apollo’s smile lights up a room, that means he makes everyone else in the room happy.

### Challenge

What does “[Apollo’s] smile could truly light up a room” tell us about Apollo?



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

Hermes had already left behind the high, cloud-covered mountain, and he was settling down into a lush *or thick and healthy* green forest below. Here, Hermes was especially alert, for he was searching for the greatest of hunters—or rather, huntresses—his sister, the mythical goddess Artemis [/*ar\*tə\*məs/*]. If anything could travel as quickly as Hermes, it would be one of Artemis's arrows, for she was the mythical goddess of hunting, wilderness, and animals.

Hermes could hear the crashing and crackling of branches as something large broke through the trees nearby. Suddenly, a great, antlered stag *or male deer* burst from the bushes not five feet from Hermes, panic in its eyes as it saw him. *Why do you think the stag has panic, or fear, in its eyes?* (Because Artemis is hunting the deer.) Turning, the stag disappeared from the little clearing as suddenly as it had arrived. Hermes had only enough time to think, "How graceful!" when two huge hounds leaped from the bushes, ready to follow the stag. Hermes simply held up his wooden baton, and the two dogs stopped at once, lying down before him, panting.



### Show image 2A-6: Hermes talking to Artemis, dogs lying at their feet

A moment later, their owner, Artemis, appeared. Disappointment showed on the mythical goddess's face at losing the deer she had been hunting. At such moments, Artemis could be cruel, but when she saw Hermes, she smiled, for she was very fond of him.

"I wondered why the hounds had stopped," she said.

"I'm afraid that you will have to stop also," Hermes replied. "Our father Zeus has summoned us to come to Mount Olympus as quickly as possible." *What words help you understand what summoned means?*

At once, Artemis placed the arrow she had been holding into the quiver she wore over her shoulder. "I will leave right away," she said, but as Hermes flew off again, he saw her looking *longingly or with great desire or want* at the bushes where the deer had disappeared. *Why do you think Artemis is looking longingly at the bushes?* (Because she wants to catch the deer.)



**Show image 2A-7: Hermes diving through the waves**

A minute later, the mythical messenger god hovered in midair, high above the sea that surrounded Greece and which held hundreds of islands of all sizes. With eyes as sharp as one of Artemis's arrows, Hermes shot through the ocean waves. Weaving among a

dozen dancing dolphins, he came to rest next to the **massive** *or very large* shoulders of his uncle Poseidon [/pə\*siə\*dən/], the mythical god of the seas and of all that crosses the seas.



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

Poseidon's long, white beard moved like sea foam in the water as he turned and spoke. "Hermes, you are welcome here!" he boomed out in a mighty voice, and Hermes remembered that Poseidon, brother of Zeus, could make the earth shake, for he was also

the mythical god of earthquakes. Pointing his great trident, [*Point to the trident in the image.*] a three-pointed pitchfork which he sometimes used to stir up the waves of the sea, the mythical sea god said to Hermes, "Watch with me."

So the two mythical gods watched as the dolphins swam in smooth, wide figure-eights, and massive whales rose up from the depths to swim through the loops of the dolphins' design. When the show was over, a hundred octopi jetted *or moved quickly* in front of the whales and dolphins, shooting black ink from their bellies as a sort of closing theatre curtain to end the performance. *Octopi is plural for octopus—one octopus, many octopi.* Poseidon roared with laughter at this surprise ending. Then, turning to Hermes, he asked, "What brings you here, nephew?"

Hermes replied, "Zeus asks you to come with all speed to Mount Olympus."

"I shall go at once," he said. But before he set out to see his brother, Poseidon took the time to thank the dolphins, whales, and octopi for their performance. When he finished, Hermes was already gone. "It is wonderful how he does that," Poseidon thought.



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

In the sky high above him, Hermes was already seeking out another of the mythical gods. Suddenly, a lightning bolt split the air only ten feet from the mythical messenger god. *Who do you think is the mythical god of lightning? (Zeus)* This was followed by a deafening crash of thunder.

**Support**

Review Poster 3 to help students remember the names and key traits of the mythical gods and goddesses.

**ENGLISH LANGUAGE LEARNERS**



**Reading**

**Selecting Language Resources**

**Beginning**

Elicit short one-word answers from students (e.g., “Give me one word to describe Hermes.”).

**Intermediate**

Elicit more details in students’ answers (e.g., “How else would you describe Hermes?”).

**Advanced/Advanced**

**High**

Elicit higher-level insights and comparisons (e.g., “Who or what might you compare Hermes to and why?”).

**ELPS 2.H; ELPS 4.G;**

**ELPS 4.J**

Zeus was getting impatient. Hermes called upward, “I am moving as quickly as I can, my lord!” The mythical messenger of the gods hurried on his way. *Tell students that they will hear the rest of this story in the next Read-Aloud.*

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Literal** Where did the ancient Greeks believe the mythical gods lived? (*in a palace on Mount Olympus, the highest mountain in Greece*)
2. **Inferential** Name and describe the mythical Olympian gods and goddesses you heard about in this story. [Show images 2A-3, 2A-6, 2A-8, and 2A-9 to help students remember.] (*Hermes, mythical messenger god; Apollo, mythical god of music and poetry; Artemis, mythical goddess of hunting, wilderness, and animals; Poseidon, mythical god of the sea and earthquakes; Zeus, king of the mythical gods and goddesses and mythical god of lightning*)
  - **Literal** Which mythical god was the messenger for all of the other Greek gods? (*Hermes*)
  - **Literal** What was Apollo the mythical god of? (*music, poetry, and light*)
  - **Literal** What was Artemis the mythical goddess of? (*hunting, wilderness, animals*)
  - **Literal** Who is the mythical god of the sea and can create earthquakes? (*Poseidon*)
  - **Literal** Who is the mythical king of the gods and goddesses? (*Zeus*)
3. **Inferential** Describe Hermes using adjectives. (*speedy, light, playful, helpful, etc.*)
4. **Inferential** What message was Hermes delivering in this story? (*The mythical gods and goddesses have been summoned to Mount Olympus by Zeus.*)

5. **Evaluative** How might some of the powers of the mythical gods and goddesses explain how things happen in nature? (*Poseidon makes earthquakes and storms in the seas; Zeus makes lightning and thunder.*)
6. **Evaluative** *Think-Pair-Share:* In this activity, one student asks questions while the other tells the answers. The first partner chooses a mythical god or goddess from the story without revealing the choice to the second partner. The second partner asks questions of the first, and the first partner answers by telling information about the mythical god or goddess using adjectives. The partners continue, one asking and one answering, until the second partner has enough information to guess the name of the mythical god or goddess being described. **TEKS 2.1.E**

---

### WORD WORK: SUMMONED (5 MIN.)

1. In the Read-Aloud you heard, “But soon you will have more of an audience, for our father, Zeus, has summoned us all here to the great hall at once.”
2. Say the word *summoned* with me.
3. If you are summoned, you are called forth or requested to come to a specific place.
4. The principal summoned all of the students to the auditorium for a special announcement.
5. Have you ever summoned someone or been summoned by someone? Try to use the word *summoned* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I summoned \_\_\_\_\_ once when . . .” or “\_\_\_\_\_ summoned me once when . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** Tell about a time when you were summoned by someone—such as a parent, teacher, or friend. Remember to answer in complete sentences, and be sure to begin your responses with “I was summoned once when . . .” [You may wish to have students act out this word by going to the front of the class and summoning another student to join them.] Other forms of the word *summoned* include: *summon*, *summons*, and *summoning*. **TEKS 2.1.C**

---

**TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.



### Check for Understanding

---

**Riddles:** I am going to read some riddles describing mythical gods and goddesses. Guess the name of the mythical god or goddess I am describing.

- I summoned all the mythical gods and goddesses to Mount Olympus. I am known to make lightning and thunder. (*Zeus*)
  - I helped Zeus spread the message that he was summoning all the mythical gods and goddesses. (*Hermes*)
  - I am the mythical god of music and poetry. (*Apollo*)
  - I am the mythical goddess of hunting, wilderness, and animals. (*Artemis*)
  - I am the mythical god of the sea, and I am known to make earthquakes happen. (*Poseidon*)
-



Lesson 2: Mount Olympus, Part I

# Application



**Writing:** With assistance, students will use a graphic organizer to identify elements of the ancient Greek civilization.

**TEKS 2.7.E; TEKS 2.13.C**

**Reading:** Students will demonstrate an understanding of the characters and sequence of events in “Mount Olympus” by orally retelling the story using temporal words.

**TEKS 2.7.D**

## CIVILIZATION CHART (10 MIN.)

- Show students Image Card 4 (Mount Olympus), and have students share what they see in the image and what they remember about Mount Olympus.
- Place Image Card 4 (Mount Olympus) in the “Religion” column of the Ancient Greek Civilization Chart, and write a label below it. Tell students that you will place Image Cards for the mythical gods and goddesses in the “Religion” column in the next lesson.

Image Card 4



**ENGLISH LANGUAGE LEARNERS**

### Writing

#### Writing

#### Beginning

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

#### Advanced/Advanced High

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

### Ancient Greek Civilization Chart

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming	Image Card 4: Mount Olympus			
Image Card 2: shepherding				
Image Card 3: seafaring				

**TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.



## Activity Page 1.1



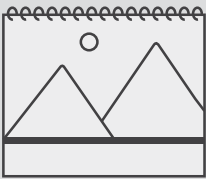
- Have students record words or illustrations representing Mount Olympus in their Ancient Greek Civilization Notebooks on the “Religion” page.



### Check for Understanding

How might some mythical powers of the gods explain how things happen in nature? (*Poseidon makes earthquakes and storms in the seas; Zeus makes lightning and thunder.*)

## Flip Book 2A-2–2A-9



### RETELLING THE READ-ALoud (10 MIN.)

- Show students images 2A-2–2A-9. Have them retell the story of the mythical Olympian gods and goddesses, using words like *first*, *next*, *then*, and *finally* to reinforce the sequence of events. To help make these fictional characters more memorable, you may choose to have some students act out the story as others retell it.

### Challenge

Encourage students to make up a short play with events inspired by the character traits of specific mythical gods and goddesses (e.g., Artemis goes on a hunt).



### Exit Pass

Name and then illustrate or write about one mythical Greek god or goddess. Make sure your drawing or writing shows something important about the god or goddess.

End Lesson

**The unit/lessons on these pages have intentionally been removed.  
You can access the updated content on the digital platform.**



## 4

## THE ANCIENT GREEK CIVILIZATION

## The Olympic Games

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will recount key components of the ancient Greek civilization.

✦ **TEKS 2.1.A**

Students will describe the Olympic Games of ancient Greece and explain how they have influenced the present.

✦ **TEKS 2.1.A; TEKS 2.6.E**

## Language

Students will demonstrate their understanding of *grand* by using it in a sentence.

✦ **TEKS 2.3.D**

## Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.7.B; TEKS 2.13.C**

## Language

Students will understand and use the phrase “where there’s a will, there’s a way.”

✦ **TEKS 2.3.B**

## FORMATIVE ASSESSMENT

## Activity Page 1.1

## Ancient Greek Civilization Notebook:

Students will record information about the ancient Greek civilization.

✦ **TEKS 2.7.B; TEKS 2.13.C**

- ✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Poster 3 (Flip Book)
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-1–4A-8 <input type="checkbox"/> world map or globe <input type="checkbox"/> Poster 1 (Flip Book)
“The Olympic Games”			
Comprehension Questions			
Word Work: <i>Grand</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Civilization Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Cards 6–8 <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1)
Sayings and Phrases: Where There’s a Will, There’s a Way			

## ADVANCE PREPARATION

### Note to Teacher

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

## Universal Access

- Show students a video or images of the Olympics. You might show them a video or images of the opening ceremonies of the Olympics, pointing out how many different countries from around the world compete just as many different city-states from around Greece competed in ancient Greece. You may also show them videos or images of various Olympic events, some of which also existed in ancient Greece (e.g., the discus, track) and some of which are newer (e.g., skiing).
- Show students images of historic Greek sculptures, especially those depicting mythical gods and goddesses, famous Greeks, or Olympic athletes. (suggested resource: National Archeological Museum of Greece)
- You may wish to coordinate with the physical education teacher in your school to set up a simple Olympics day for your class with contests and prizes.

## 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; amazing

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

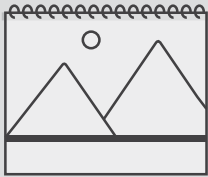
Vocabulary Chart for "The Olympic Games"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		compete ( <i>competir</i> ) determination ( <i>determinación</i> ) grand ( <i>grande</i> ) sacred ( <i>sagrado/a</i> ) victory ( <i>victoria</i> )	
Multiple Meaning			
Sayings and Phrases	hardy souls carried in luxury treading on foot on the other hand set aside		

## Lesson 4: The Olympic Games

Introducing the  
Read-Aloud

Flip Book Poster 3

ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

Exchanging Information  
and Ideas**Beginning**

Reframe questions as simple yes/no questions (e.g., “Did the ancient Greeks believe one mythical god controlled all things in nature?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “The ancient Greeks believed . . .”).

**Advanced/Advanced  
High**

Encourage students to use key details in complete sentences (e.g., “The ancient Greeks believed the mythical Olympian gods and goddesses controlled certain things in nature.”).

**ELPS 2.1**

**Speaking and Listening:** Students will recount key components of the ancient Greek civilization.

**TEKS 2.1.A****WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Refer to Poster 3 and the Ancient Greek Civilization Chart. Remind students that they are learning about the ancient Greek civilization and that religion is a key component in a civilization.
- Ask students about the ancient Greek civilization’s religion using the following questions.
  - Who did the ancient Greeks believe created or controlled certain things that happened in nature? (*the mythical Olympian gods and goddesses*)
  - What is the name of the mythical god who the ancient Greeks believed to be the king of all of the mythical gods and goddesses? (*Zeus*)
  - Point to a mythical god or goddess on the poster, and tell me what you remember about him/her.
- Remind students that they also learned how jobs are another important component of a civilization.
  - What different jobs did people have in the various city-states of ancient Greece?” (*farming, shepherding, and seafaring*)
  - Invite students to share questions that they may have about the Greek civilization and the two components—religion and jobs— to better understand the information.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.





### Check for Understanding

**What's Next to Learn?** So far you have learned about two key components of the ancient Greek civilization—jobs and religion. What key components have you not learned about yet? (*cities, leaders*)

**Note:** If students answer with “writing,” tell them that the ancient Greeks did have a writing system, but students won't be learning about it in this domain, so it is not on the Civilization Chart.

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Remind students that *contributions* are things or ideas that are shared and passed on over time because they are considered helpful and good. Ask if any students can name contributions from other previously studied civilizations that are still in our lives today. (*Answers may vary, but may include contributions of early Mayan civilizations such as farming, pyramids and temples; Aztecs gave us medicine wood and coal.*)
- Tell students that today they are going to learn about a unique contribution that the ancient Greek civilization made that is still a part of our lives today.

**Note:** Students who participated in the program in Grade 1 learned about the Maya, Aztec, and Inca ancient civilizations.

## Lesson 4: The Olympic Games

# Read-Aloud



**Speaking and Listening:** Students will describe the Olympic Games of ancient Greece and explain how they have influenced the present.

✚ **TEKS 2.1.A; TEKS 2.6.E**

**Language:** Students will demonstrate their understanding of *grand* by using it in a sentence.

✚ **TEKS 2.3.D**

### PURPOSE FOR LISTENING

- Share the title of today's Read-Aloud with students. Ask them if they have ever seen the Olympics and to share what they know about the Olympic Games. Tell students to listen to find out more about the first Olympic Games and to learn for whom they were first created.

### “THE OLYMPIC GAMES” (15 MIN.)



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

The travelers came from all directions—from every part of Greece and from every Greek city-state. Some even came from such distant places as Egypt and Spain. *[Point to Greece and then to Egypt and Spain on a world map or globe.]* Many traveled on ships. Some rode on

horseback or in horse-drawn chariots. Many hardy souls walked the whole way, determined to reach their distant goal, for they believed they were on a holy journey. *If people were hardy and able to walk a long distance, were they strong or weak?* Rich and poor, carried in luxury and treading on foot, they came by the thousands to take part in and watch the Olympic Games. *Remember, the word luxury means comforts and pleasures. The wealthy people being carried in luxury were riding comfortably in carriages, whereas others were walking on the rugged ground.*

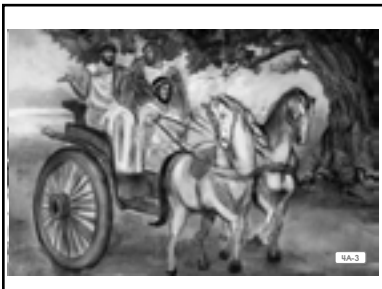
✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.



### Show image 4A-2: Olympic events

The Olympic Games were held every four years at the site of Olympia [Point to Olympia on Poster 1.] and included contests in which ancient Greek athletes would **compete** or try hard to win a contest. Because these games were part of a religious festival or celebration to honor the king of the mythical gods, Zeus,

they were considered **sacred**. Sacred means holy or worthy of respect. 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 [/jav\*ə\*lən/], a type of long spear.



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

Among the travelers to the games one year were two men named Myron [/mie\*rən/] and Pindar [/pin\*der/]. Myron and Pindar were real artists who lived in ancient Greece. They made their way to the sacred site of Olympia in a private carriage drawn by a team of horses

and driven by a servant. If they were riding in a private carriage, do you think Myron and Pindar were wealthy or just like everybody else? The passenger in the brown cloak, Myron, was so muscular that other travelers wondered, "Is he one of the Olympic athletes?" But Myron was not an athlete; he was a sculptor who used his muscular arms and huge hands to carve statues out of bronze and marble.

Myron was telling his traveling companion, "Of course you are right, Pindar. I could just invite the champions or winners to my home after the competition and carve statues of them there. But I want my statues to show the exact moment when a runner starts to pull ahead in a race, or the instant when a discus thrower is about to let go of that heavy stone and fling it down the field. So I prefer to see those Olympic events with my own eyes."

His friend Pindar smiled and answered, "I, on the other hand, have written poems in honor of champions without ever having seen them compete. But I am less interested in watching a runner cross the finish line in first place than I am in the effort and **determination** it took for him to get there. Determination means firm purpose or resolve to accomplish something. It is this I admire, and it is about this that I write." Pindar's poems were called

odes and were written to be sung together with instruments and dancing at special occasions like banquets and festivals.

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



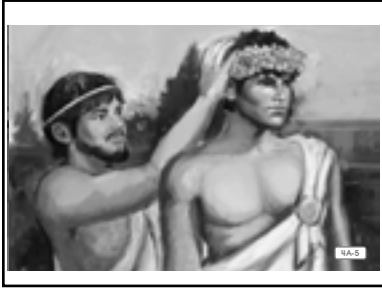
**Show image 4A-4: Pindar speaking to friend**

Suddenly a voice called out, “Pindar! What are you doing with that Athenian? Don’t you know we Thebans [/thee\*bənz/] are still fighting a war against Athens?” [Show Athens and Thebes on Poster 1.] Athens and Thebes [/theebz/] were two city-states in Greece that did not get along. Pindar was from Thebes, and

Myron was from Athens. You will hear more about these city-states later.

Turning, Pindar recognized a friend from his hometown of Thebes. Directing his carriage driver to stop the horses, Pindar said, “My friend, you know that all such conflicts *or fights* are set aside here. Everyone is guaranteed *or promised* safe passage going to, and returning from, the Olympic Games, so that all may gather to take part in this **grand** *or amazing* competition to honor Zeus and the other mythical gods.” The Olympic Games were more important than the conflicts the city-states were having with each other, and these conflicts were put on hold so everyone could gather safely for these sacred games.

Pindar went on, “Besides, Myron and I are artists. When I write a poem, or when Myron carves a statue, our interest goes far beyond the boundaries of any one city. *What are boundaries? (edges)* We honor these champions as examples, so we might encourage all Greeks to do the best they can in their own lives. This is how we honor the mythical gods, who gave us our hearts, minds, and muscles.” *The Greeks believed that the mythical gods created humans and gave them the talents that they possessed.*



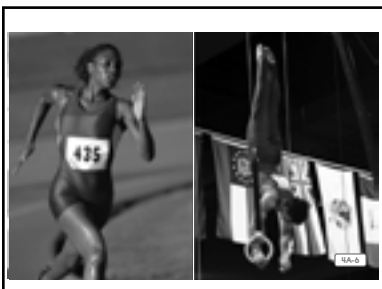
### Show image 4A-5: Ancient Olympian victor with laurel crown

By the time Pindar and Myron reached Olympia, the greatest athletes in the Greek world had already gathered. Pindar and Myron looked around excitedly at the running track, the long jump pit, and the vast *or very large* horse racing stadium. In the distance, thick

clouds hid the peaks of Mount Olympus.

All of the athletes were men, for there were no events for women in the original Olympic Games—with the exception of the horse and chariot races. If women owned horses, they were allowed to enter them in the races, but they were not the ones who rode the horses or drove the chariots. Women were not even allowed to be present at the Olympic Games to see their horses win.

**Victory** *or winning* was a source of great pride for the winners and their home cities. An Olympic champion received a wreath of laurel leaves to wear atop his head. *[Point to the wreath in the image.]* But more than that, he knew his name would live forever as a hero in his city's history. In fact, many city-states awarded large sums of money to their champions.



### Show image 4A-6: Photos of modern athletes

In some regards, things have not changed much in the twenty-seven centuries since the first Olympics. Modern athletes, too, may win fame, even if their greatest reason to compete is for the love of the sport. *What does compete mean?* The Summer Olympics are still held every four years, but now there are

also Winter Olympics—with winter sports such as skiing, bobsledding, and figure skating—that are held two years after every Summer Olympics. *So, today there are Olympic Games every two years.* The location of the Olympic Games also changes each time; they have been hosted in cities such as Seoul [/soel/], Korea; Atlanta, Georgia; and Athens, Greece. Men—and now women—from all over the world travel to the chosen city to compete. Even if their countries are not getting along, people usually set aside their conflicts, just as in the ancient days, in honor of the games.

## Support

Show students a video of the modern-day Olympic games.



Reading

Exchanging Information  
and Ideas

**Beginning**

Reframe questions as simple yes/no questions, (e.g., “Is this sculpture by Myron?”).

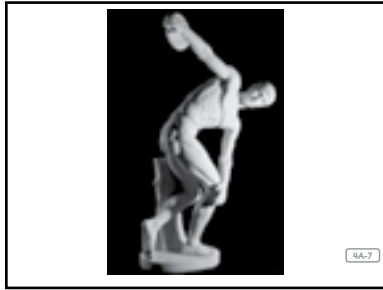
**Intermediate**

Provide students with a specific sentence frame (e.g., “This famous sculpture was sculpted by . . .”).

**Advanced/Advanced High**

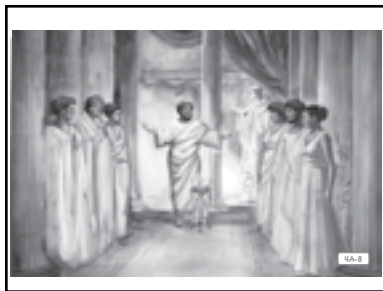
Encourage students to use key details in complete sentences (e.g., “This famous sculpture was sculpted by Myron and shows a discus thrower getting ready to throw a discus.”).

**ELPS 2.G; ELPS 4.G**



**Show image 4A-7: The Discus Thrower**

Even though many centuries have passed since Myron and Pindar traveled to the Olympics, they, too, are still remembered. Today, Myron’s depiction of an Olympic champion, The Discus Thrower, remains one of the most famous statues in the world. The original statue was lost long ago, perhaps in a war or an earthquake, but fortunately, someone had made an exact copy, so we still can admire Myron’s work.

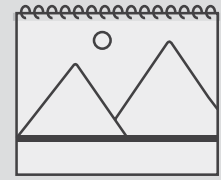


**Show image 4A-8: Priests praying at Delphic temple; statue of Apollo in background**

As for the poet Pindar, the Greeks loved his poems so much that for centuries after his death, he was remembered by the priests and priestesses at Apollo’s temple. *Priests and priestesses were men and women in charge of the temples and ceremonies. Each mythical god and goddess had a temple in Greece with a statue. The Greeks would go to the temples and offer gifts to their mythical gods.* They would pray at closing each night, “Let Pindar the poet attend the supper of the gods.” Later still, when the Greek king, Alexander the Great, ordered that Pindar’s home city of Thebes be destroyed in a war, Alexander commanded his soldiers, “But keep Pindar’s house safe from the flames!” Pindar’s ideas about doing our best with whatever talents we are given, and about getting along peacefully with one another, remain part of our thinking today. In fact, we still call this way of seeing things “the Olympic spirit.”

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Literal** What was the name of the religious festival, or sacred celebration, that people from all directions traveled to see and compete in, and where was it held? (*the Olympic Games, held in Olympia*)
2. **Literal** Who were the Olympic Games held in honor of? (*Zeus, king of the mythical gods*)
3. **Literal** Who were Myron and Pindar? (*two wealthy men traveling to the Olympic Games in a carriage; Myron was a sculptor, and Pindar was a poet.*)



4. **Literal** [Show image 4A-7: The Discus Thrower.] What is the name of this famous sculpture, and who sculpted it? (*The Discus Thrower, sculpted by Myron*)
5. **Literal** What does it depict? (*an Olympic athlete throwing the discus in the Olympic Games*)
6. **Literal** What events were included in the first Olympic Games? (*footraces*) What are some events included in today's Olympic Games? (*Answers may vary.*)
7. **Literal** *Think-Pair-Share:* How are the grand Olympic Games today the same as the first Olympics held in ancient Greece? How are they different? (*Same: The champions today receive fame; conflicts are set aside for countries to gather together; etc. 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.*)

### Challenge

Show students images of ancient Greek sculpture, and discuss what the sculptures depict and how they reflect the culture of ancient Greece.



### Check for Understanding

**Stand Up/Sit Down:** If what I say is a contribution of the ancient Greek civilization, stand up. If what I say is not a contribution of the ancient Greek civilization, sit down.

- Myron's statue The Discus Thrower (*stand up*)
- block printing (*sit down*)
- Pindar's poems (*stand up*)
- silk (*sit down*)
- the Great Wall (*sit down*)
- the Olympics (*stand up*)

## WORD WORK: GRAND (5 MIN.)

1. In the Read-Aloud you heard Pindar say, “Everyone is guaranteed safe passage going to, and returning from, the Olympic Games, so that all may gather to take part in this grand competition to honor Zeus and the other gods.”
2. Say the word *grand* with me.
3. If something is grand, it is very impressive in size, appearance, or general character.
4. My sister’s important piano recital was held in a grand ballroom with high ceilings and a large, tall stage.
5. Have you ever experienced something grand? Try to use the word *grand* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was grand because . . .”]
6. What’s the word we’ve been talking about?

**Use a Synonyms and Antonyms activity for follow-up.** You have heard that the word *grand* means impressive in size, appearance, or general character. The word *ordinary* is an antonym, or opposite, of the word *grand*. *Ordinary* means unimpressive or everyday. I am going to read several sentences. If I describe something that is grand, say, “That is grand.” If I describe something that is ordinary, say, “That is ordinary.”

**Note:** Answers may vary depending on students’ opinions. Allow a few students to give a reason for their choice after each example.

- a very large swimming pool with a waterfall and a slide
- your bedroom
- the Olympics
- the school cafeteria
- a fancy building with huge rooms, tall ceilings, and special decorations



## Lesson 4: The Olympic Games

# Application



**Writing:** With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.7.B; TEKS 2.13.C**

**Language:** Students will understand and use the phrase “where there’s a will, there’s a way.”

✦ **TEKS 2.3.B**

### CIVILIZATION CHART (15 MIN.)

#### Show Image Card 6: Olympics held in honor of Zeus

- Have students share what they see in this image and what they remember about the Olympics.
- Ask students who the Olympics were held in honor of. (*Zeus*)
- Place Image Card 6 (Olympics held in honor of Zeus) in the “Religion” column of the Ancient Greek Civilization Chart, and write a label below it.
- Ask students what a contribution is. Remind them that a contribution is something that is shared or passed down over time because it is considered helpful and good.

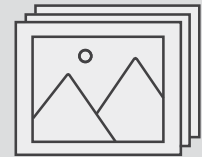
#### Show Image Card 7: Olympics

- Ask students what the image shows and in which column it should be placed. Place Image Card 7 in the “Contributions” column of the chart.

#### Show Image Card 8: Myron’s statue and Pindar’s poems

- Ask students what they see in the images and in which column it should be placed. Place Image Card 8 in the “Contributions” column.
- Review with students what is already on the Civilization Chart and in their Ancient Greek Civilization Notebooks, and have them discuss what they remember about each image.

Image Cards 6–8



✦ **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



Writing

Writing

**Beginning**

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

**Intermediate**

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

**Advanced/Advanced High**

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

Activity Page 1.1



**Ancient Greek Civilization Chart**

Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming	Image Card 4: Mount Olympus			Image Card 7: Olympics  Image Card 8: Myron's statue and Pindar's poems
Image Card 2: shepherding	Image Card 5: Mythical gods and goddesses			
Image Card 3: seafaring	Image Card 6: Olympics held in honor of Zeus			

- Have students record words or illustrations representing the Olympics being held in honor of the mythical Greek god Zeus in their Ancient Greek Civilization Notebooks on the Religion page.
- Have students record words or illustrations representing the following contributions: Olympics, Myron's statue, and Pindar's poems.
- Collect students' Ancient Greek Civilization Notebooks to check that they understood the contributions of the ancient Greek civilization they have learned so far (Olympics, Pindar's poems, Myron's statue/sculpture).

**SAYINGS AND PHRASES (5 MIN.)**

**Where There's a Will, There's a Way**

- Ask students if they have ever heard anyone say "where there's a will, there's a way."
- Have students repeat the proverb.
- Ask them what they think this proverb means. Explain that this proverb is another way of saying that no matter how difficult a task may seem at first, if you have the determination to do it and the desire to work hard, you can always find a way to succeed or make something happen.

- Explain that the athletes who compete in the Olympic Games have to work very hard for a long time and be very determined. Tell students that while these athletes are training for the Olympic events, they may think to themselves, “Where there’s a will, there’s a way!”
- Ask students to share a personal experience of a time when they could have used this saying. Look for opportunities to use this saying in your classroom.



### Check for Understanding

**Thumbs Up/Thumbs Down:** If what I say is an example of the saying “where there’s a will, there’s a way,” put your thumbs up. If what I say is not an example of the saying, put your thumbs down.

- Shawna had never played basketball but signed up to be on the basketball team. She practiced every single day in preparation for basketball season and made three baskets in her first game. (*thumbs up*)
- Jaylyn wanted to sign up for the talent show at school, but didn’t sign up because he wasn’t sure he could play piano well enough to play a whole song. (*thumbs down*)

End Lesson

## 5

## THE ANCIENT GREEK CIVILIZATION

## All for Sparta

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will explain what city-states in ancient Greek civilization were and why they developed.

✦ **TEKS 2.1.A**

Students will describe the city-state Sparta and analyze the Spartan way of life.

✦ **TEKS 2.6.F; TEKS 2.7.B**

**Language**

Students will demonstrate understanding of the Tier 3 word *Spartan*.

✦ **TEKS 2.3.B; TEKS 2.3.D; TEKS 2.6.E**

**Writing**

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.7.B; TEKS 2.13.C**

**Language**

Based on illustrations, students will generate interrogative, declarative, imperative, and exclamatory sentences.

✦ **TEKS 2.1.D; TEKS 2.6.B**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Describe Sparta:** Students will write one sentence describing the city-state Sparta.

✦ **TEKS 2.7.B**

- ✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 1A-4 <input type="checkbox"/> Poster 1 (Flip Book)
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-1–5A-7
“All for Sparta”			
Comprehension Questions			
Word Work: <i>Spartan</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Civilization Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Card 9 <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1)
Syntactic Awareness: Conversations			

## ADVANCE PREPARATION

### Universal Access

- Create a physical representation of the isolation of Greek city-states to reinforce the idea that geography (mountains and water) separated city-states, which led to each city-state acting independently of the others. You may use a set of tall brown blocks to represent the mountains and flat blue blocks to represent water. Use small figurines to represent the Greek people of various city-states separated by mountains and water.

## 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.** group of people chosen to look after the interests of a group, town, or organization

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

Variation(s): councils

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

Variation(s): none

**Spartan, adj.** harsh, strict, and uncomfortable

Example: When I go camping with my mother for a week, we live a Spartan life with only one change of clothes, a tent, and some canned food.

Variation(s): none

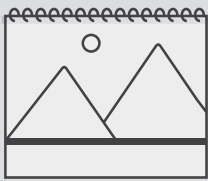
### Vocabulary Chart for “All for Sparta”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	conquest ( <i>conquista</i> )	council ( <i>concilio/consejo</i> ) permanently ( <i>permanentemente</i> ) self-discipline	
Multiple Meaning	Spartan		
Sayings and Phrases	take your place among us way of life a great deal of fighting machine closed society life experience open themselves up to		

## Support

Create a physical representation of the isolation of Greek city-states. See Advance Preparation for ideas on how to do this.

## Flip Book 1A-4



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas**Beginning**

Reframe questions as simple yes/no questions (e.g., "Is a city-state an independent city and the surrounding area it controlled?").

**Intermediate**

Provide students with a specific sentence frame (e.g., "A city-state is . . .").

**Advanced/Advanced  
High**

Encourage students to use key details in complete sentences (e.g., "A city-state is an independent city and the surrounding area it controlled.").

**ELPS 2.G**

## Lesson 5: All for Sparta

# Introducing the Read-Aloud



**Speaking and Listening:** Students will explain what city-states in ancient Greek civilization were and why they developed.

**TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED?

### City-States

#### Show image 1A-4: Mountains and valley

- Use the following questions to prompt discussion about city-states:
  - What is a city-state? (*an independent city and the surrounding area it controlled*)
  - Why did ancient Greece develop into city-states that acted independently of one another? (*The high Greek mountains split Greece into lots of little valleys. Each city in each valley became its own little nation, which we refer to today as a city-state.*)
  - Did the Greek city-states depend on one another? Were they always discussing what to do and did they share the same government and rules? Or did they act independently of each other and have their own governments? (*They acted independently of one another and had their own rules and governments.*)



### Check for Understanding

If the land was flat in Greece, how might the city-states have developed differently? (*might not have been as independent; might have developed as one unified city-state or country, etc.*)

- What did the city-states have in common? (*They shared the same language and attended the Olympic Games.*)

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



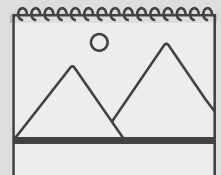
- Remind students how the Greek city-states were highly competitive and would only work together in an emergency.
- Read the following passage and review the last Read-Aloud about the Olympic Games, emphasizing how the city-states put differences aside in order to participate in this grand competition to honor Zeus and the other mythical gods.

*A man called out to the poet Pindar as he was speaking with the sculptor Myron, saying, "Pindar! What are you doing with that Athenian? Don't you know we Thebans are still fighting a war against Athens?"*

*Turning, Pindar recognized a friend from his hometown of Thebes. Directing his carriage driver to stop the horses, Pindar said, "My friend, you know that all such conflicts are set aside here. Everyone is guaranteed safe passage going to, and returning from, the Olympic Games, so that all may gather to take part in this grand competition to honor Zeus and the other gods." The Olympic Games were more important than the conflicts the city-states were having with each other, and these conflicts were put on hold so everyone could gather safely for these sacred games.*

- Show the locations of the following city-states on Poster 1, explaining their relevance thus far:
  - Athens (where Myron was from)
  - Thebes (where Pindar was from)
  - Olympia (location of the Olympic Games)
- Point to Sparta, and explain that today they are going to hear a Read-Aloud about another city-state called Sparta.

## Flip Book Poster 1



## Lesson 5: All for Sparta

# Read-Aloud



**Speaking and Listening:** Students will describe the city-state Sparta and analyze the Spartan way of life.

✦ **TEKS 2.6.F; TEKS 2.7.B**

**Language:** Students will demonstrate understanding of the Tier 3 word *Spartan*.

✦ **TEKS 2.3.B; TEKS 2.3.D; TEKS 2.6.E**

### PURPOSE FOR LISTENING

- Ask students to raise their hands if they are seven years old or older.
- Tell students to listen to this Read-Aloud about a boy who lived in the city-state of Sparta to find out how, on his seventh birthday, his life was changed forever. This change is an important part of Sparta's way of life.

### “ALL FOR SPARTA” (15 MIN.)



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

*What do you see in this picture?* Lysander [/lie\*san\*der/] was ready. This was his seventh birthday, and also the birthday of his twin sister, Disa [/dee\*zə/], whose name means “double.” This would be their last birthday celebration together, for when a boy

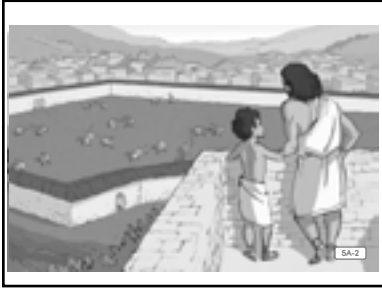
in the city-state of Sparta turned seven, his life changed forever. *How do you think his life changed forever?*

Until now, Lysander had lived at home with his mother and sister. Occasionally, they saw Lysander's father whenever he visited home, for fathers did not live with their families in Sparta. Instead, all Spartan men served **permanently** or *for all time* in the Spartan army and lived in army camps.

✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

### Support

In this case, *camps* means a place where an army lives. *Camps* can also refer to places children go for summer activities or care.



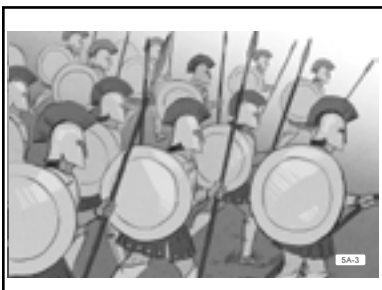
### Show image 5A-2: Father showing Lysander training camp

On one of his visits, Lysander's father had explained, "At the age of seven, a Spartan boy begins his formal training for life in the army. Spartan soldiers are the greatest in all of Greece, and if you are to take your place among us, you must start preparing early. You

must make yourself as strong, as fast, and as tough as you can. I expect you to run great distances, to climb steep mountainsides, and to swim in rough waters." *How would you feel if you had to leave your family at age seven to train to be a soldier?*

Lysander's father went on. "When I can, I will spend time here and show you how to use a sword and a spear, and how to wrestle, although you will be trained completely in these and other fighting skills after you join the other boys in the army training camp. I expect the best from you, as Sparta expects the best from all of its people." *What do we know about the Spartan way of life based on what we have read?*

Can you imagine having a conversation like this with one of your parents? To us today, the Spartan way of life seems terribly hard: Spartans had few comforts in life and had to accept many hardships. We even use the word **Spartan** today to describe something difficult that requires you , to be strong in body and mind and that takes a great deal of **self-discipline**, or *training to improve yourself, usually by giving up some type of luxury or comfort* To the Spartans, this was the only way they knew how to live. But things had not always been this way.

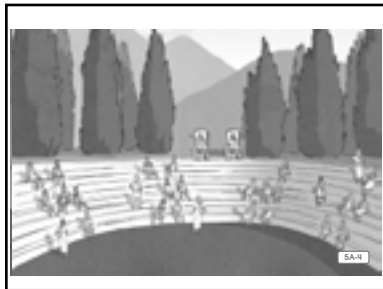


### Show image 5A-3: Spartan army

Long before the time of Lysander or his father, Sparta had been just one of the many city-states in Greece. The people of Sparta were farmers, seafarers, and merchants or *people who buy, sell, and trade goods*, like people in most other parts of Greece. But when Sparta grew overpopulated, the city-state decided to

attack another city in order to have more land and food. The Spartans fought a long war of **conquest** against this city. *That means they forcefully took over the city.*

This war was so difficult to win that the people of Sparta decided, “We will rebuild our city and make Sparta the strongest military force in the world, so that no one will be able to attack us or fight back against us. We will make all of Sparta into one great fighting machine, and every citizen must do his or her part to make that machine unstoppable. All of our men will be soldiers, and we will train them to be mighty warriors. Our women will learn how to run and wrestle so that they, too, will be strong—but their jobs will be different. The women must be able to give birth to many children and do even the most difficult jobs at home while the men are off fighting.” *We learned about another ancient civilization that had a special strategy to protect and communicate with themselves. What did the ancient Incan civilization do to pass along messages from the emperor to soldiers and governors? (they had runners)*



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

The military city-state of Sparta completely changed the way they lived in order to make this happen. Few people got to vote on how the government would work or what it would do. In fact, women were not allowed to vote or take part in the government at all, but were supposed to concentrate on life at home. Even among the men, few were allowed to make decisions.

There were two kings instead of one, so one person could not hold all of the power for himself. The two Spartan kings, in addition to helping run the government, led the Spartan armies. If one died in battle, the other would still be alive to lead the Spartans. To pass laws, there was a **council** or group of people chosen to look after the interests of a group made up of twenty-eight elders and the two kings. Whereas the two kings could be younger, the other men in the council had to be at least sixty years old to be sure they had enough life experience to help run the city-state as the Spartans thought it should be run.

Sparta was mostly what we call “a closed society.” That is, the Spartans did not conduct a lot of business with other parts of Greece. Instead, they tried to make or grow in their own city-state all they would need in order to survive. *So do you think they traded vegetables with other farmers from other city-states? (no)* They did not want to open themselves up to other peoples’ ideas of how to live—or to a possible invasion by another city-state.



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

As he celebrated his seventh birthday, Lysander thought, “Today I will leave my family home to begin training as a soldier.” *How do you think Lysander felt?* Later in the day, a husky *or big and strong* Spartan soldier came to the house to lead Lysander away. The fellow

introduced himself as Platon [ˈplɑːtən/], which means broad-shouldered in Greek.

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



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

As Lysander marched off with Platon, the soldier told him, “Your father and I served together in a war. In fact, he saved my life. So when I heard his son was going to join us, I requested the chance to bring you to your new home.” *So is Platon a friend of Lysander’s*

*father? Why?* (Yes, because they served together in a war and Lysander’s father saved his life.)

The soldier continued. “Life at the training camp will be very different from what you have known. They will take away your shoes so you will learn how to march and run barefoot in an emergency. You will get rough, old clothing to wear. It’s not comfortable, but neither is armor, and you may as well get used to discomfort.” *Discomfort is something that is difficult and without comfort; it is the opposite of the word luxury you heard earlier.*



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

“As for the food,” Platon grinned, “it’s even worse than what we soldiers eat, and there’s not enough to fill your belly. But sometimes the soldiers will offer you and the other boys some nice, fresh cheese—if you can get to it.

The soldiers won't make it easy for you. Only the bravest and strongest boys will be able to accomplish that feat *or difficult achievement.*"

"Or the hungriest," Lysander said.

Platon grinned at him again. "I think you are going to do just fine," he said, and they marched onward together.

## Support

If students have difficulty responding to questions, reread pertinent passages of the Read-Aloud and/or refer to specific images.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Supporting Opinions

Give students the sentence frame for offering their opinion: "I would have liked to live in Sparta because . . ."

### Beginning

Help students complete the sentence frame.

### Intermediate

Encourage students to respond to the opinion of their peers by using phrases (e.g., "I agree/I disagree; I also think that . . .").

### Advanced/Advanced High

Challenge students to respond to the opinion of their peers before they offer their own opinion.

**ELPS 3.E**

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal** Where did Lysander live and what happened to him when he turned seven? (*He lived in the city-state of Sparta. He had to leave his family and go to the army camp to begin his training as a soldier.*)
2. **Inferential** Why did Sparta have two kings? (*In case one died in battle, the other could lead the army.*)
3. **Evaluative** Why do you think it was important to Lysander to look brave in front of Platon when he was leading him away from his family? (*Answers may vary.*)
4. **Inferential** How did the city-state of Sparta become so focused on war? (*They fought in a long and hard war to gain more land and food and decided they wanted to make sure that didn't happen again, so they decided to train hard to become the best soldiers so no one could defeat them.*)



### Check for Understanding

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

5. **Evaluative** *Think-Pair-Share:* Do you think you would have liked to live in Sparta? Why or why not? (*Answers may vary.*)



### Exit Pass

On an index card, write one sentence describing the city-state of Sparta in ancient Greece. Be as descriptive as possible. You may draw a picture on the back to support your sentence.

## WORD WORK: SPARTAN (5 MIN.)

### Show image 5A-3: Spartan army

1. In the Read-Aloud you heard the word *Spartan* used in two ways. The first way describes the people of ancient Sparta. [Point to image 5A-3.] For example, “Instead, all Spartan men served permanently or for all time in the Spartan army and lived in army camps.” This sentence describes the army of ancient Sparta.
2. The second way the word *Spartan* is used in the Read-Aloud is to describe things today. In the Read-Aloud, it states, “We even use the word *Spartan* today to describe something difficult that requires you to be strong in body and mind and that takes a great deal of self-discipline.”
3. Say the word *Spartan* with me. Let’s talk some more about *Spartan* as it’s used to describe things today.
4. When I go camping with my mother for a week, we live a Spartan life with only one change of clothes, a tent, and some canned food.
5. Can you name something you have to do that is Spartan? Try to use the word *Spartan* when you tell about it. Remember, we are not using the word *Spartan* to refer to the people of ancient Sparta. Make sure your example is from life today. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I live a Spartan life when . . .”]
6. What’s the word we’ve been talking about?

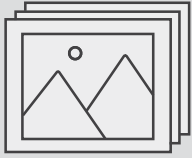
**Use an Antonyms activity for follow-up.** The opposite of *Spartan* is *luxurious*. If you live a Spartan life, you are uncomfortable and go without many things, but if you live a luxurious life, you have even more than you could ever need. Tell about what a Spartan life is like and what a luxurious life is like. Remember to answer in complete sentences, and be sure to use the words *Spartan* and *luxurious* as you share.

## Lesson 5: All for Sparta

# Application



### Image Card 9



ENGLISH  
LANGUAGE  
LEARNERS



Writing

Writing

#### Beginning

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

#### Advanced/Advanced High

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

### Activity Page 1.1



**Writing:** With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.7.B; TEKS 2.13.C**

**Language:** Based on illustrations, students will generate interrogative, declarative, imperative, and exclamatory sentences.

✦ **TEKS 2.1.D; TEKS 2.6.B**

### CIVILIZATION CHART (10 MIN.)

#### Show Image Card 9: Sparta

- Have students share what they see in the image and what they remember about the city-state Sparta.
- Review the definition of a city-state, and tell students they are going to hear about another city-state in the next Read-Aloud.
- Ask students in which column of the Ancient Greek Civilization Chart the Image Card should be placed. Place the Image Card in the “City-States” column and write a label, “Sparta,” beneath it.

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming	Image Card 4: Mount Olympus	Image Card 9: Sparta		Image Card 7: Olympics
Image Card 2: shepherding	Image Card 5: Mythical gods and goddesses			Image Card 8: Myron’s statue and Pindar’s poems
Image Card 3: seafaring	Image Card 6: Olympics held in honor of Zeus			

✦ **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.



- Have students record words or illustrations representing the city-state Sparta.

## SYNTACTIC AWARENESS: CONVERSATIONS (10 MIN.)

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

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

- Give students the following directions:
  - Look at the picture. You and your partner will be making up different kinds of sentences based on what you see in the picture.
  - Remember to be as descriptive as possible and use complete sentences.
  - One of you should make up a question that Disa asks Lysander. Your partner will answer the question.
  - The other one of you should make up a question that Lysander asks Disa. Your partner will answer the question.
  - Make up two commands or directions that Lysander gives to Disa, and share them with your partner.
  - Make up two sentences that either Lysander or Disa might say to show excitement or emotion, and share them with your partner.

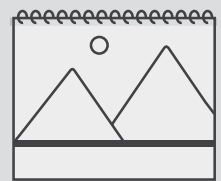


### Check for Understanding

Call on at least three pairs of students to perform different types of sentences for the class.

End Lesson

### Flip Book 5A-5



### Support

Write out sentences or sentence frames for students to use during their conversations.

### Challenge

You may wish to have partner pairs practice and act out a coherent conversation using different kinds of sentences.

## 6

## THE ANCIENT GREEK CIVILIZATION

## Athens and the Olive Tree

## PRIMARY FOCUS OF LESSON

## Reading

Students will locate Athens on a map and make a prediction about why it is named after the mythical goddess Athena.

✦ **TEKS 2.6.C**

Students will correct or confirm their predictions about the city of Athens.

✦ **TEKS 2.6.C**

## Language

Students will demonstrate understanding of the Tier 2 word *ideal*.

✦ **TEKS 2.3.B**

## Writing

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.6.E; TEKS 2.6.H; TEKS 2.7.B; TEKS 2.13.C**

## FORMATIVE ASSESSMENT

## Activity Page 1.1

## Ancient Greek Civilization Notebook:

Students will record information about contributions of the ancient Greek civilization.

✦ **TEKS 2.13.C**

✦ **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Posters 1, 3 (Flip Book) <input type="checkbox"/> Flip Book: 2A-1–2A-9 (optional)
Making Predictions			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-5 <input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> olive branch (optional) <input type="checkbox"/> olive oil (optional)
“Athens and the Olive Tree”			
Comprehension Questions			
Word Work: <i>Ideal</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Civilization Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Cards 10–12 <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1)

---

## ADVANCE PREPARATION

### Universal Access

- Bring in a real or artificial olive branch to pass around to students during or after the Read-Aloud. Place it somewhere in your classroom throughout the rest of the domain and label it “The Olive Branch of Peace.” You may also bring in olives for students to see and/or taste.
- Bring in olive oil to show students. If it aligns with your school’s food policy, allow students to taste olive oil on bread.

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

- Take students on a walk in your town or city to view modern buildings that have been influenced by ancient Greek architecture. Bring Image Card 11 (the Parthenon) with you to help students find columns similar to the ones in the image.
- If anyone in your school community is an architect, invite them to come and talk about how Greek architecture influences architecture today.

## CORE VOCABULARY

**blessing, n.** a divine or holy gift

Example: My mother always says that her children are her greatest blessing in life.

Variation(s): blessings

**ideal, adj.** perfect

Example: Sienna's ideal day would be spent playing on the playground with her friends.

Variation(s): none

**ignite, v.** to set fire to something; to catch fire

Example: Luis' father tried to ignite the wood in the campfire so they could cook and stay warm through the night.

Variation(s): ignites, ignited, igniting

**overjoyed, adj.** overflowing with joy or happiness

Example: The children were overjoyed to have a field day at the end of the school year.

Variation(s): none

**swiftly, adv.** very quickly

Example: Jonah ran swiftly when his mother called out for help.

Variation(s): none

**Vocabulary Chart for "Athens and the Olive Tree"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		blessing ideal ( <i>ideal</i> ) ignite overjoyed swiftly	
Multiple Meaning			
Sayings and Phrases	see to it		

## Lesson 6: Athens and the Olive Tree

# Introducing the Read-Aloud



**Reading:** Students will locate Athens on a map and make a prediction about why it is named after the mythical goddess Athena.

**TEKS 2.6.C**

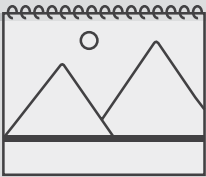
## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

### Show Poster 3: Mythical Gods and Goddesses of Mount Olympus

- Review what students have learned about the mythical gods and goddesses of ancient Greece by asking the following questions.

**Note:** You may wish to also show students images 2A-1 through 2A-9.

Flip Book Poster 3



### Check for Understanding

**Recall:** Point to a mythical god or goddess on Poster 3, name the god or goddess, and describe him/her.

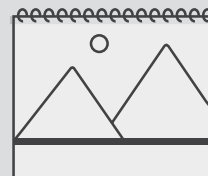
- Who were the mythical king and queen of the gods? (*Zeus and Hera*)
- Where were the mythical Olympian gods and goddesses believed to live? (*Mount Olympus*)
- What are some of the powers the mythical gods and goddesses were believed to have? (*controlled the sea, made thunder and lightning, etc.*)

**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

## MAKING PREDICTIONS (5 MIN.)

- On Poster 1, show the location of the city-state of Athens in relation to Sparta, which they just heard about.
- Remind students that they heard about Athens previously when they learned about where the sculptor Myron was from. Ask students to think about what they have learned about the mythical gods and goddesses of the ancient Greeks. Tell students that today's story is about how Athens got its name.
  - **Make a Prediction:** *Think-Pair-Share:* How do you think the city-state of Athens got its name?(Answers may vary.)

### Flip Book Poster 1



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

#### Supporting Opinions

Give students this sentence frame for offering their opinion: "I think Athens got its name . . ."

#### Beginning

Help students complete the sentence frame.

#### Intermediate

Encourage students to respond to the opinions of their peers by using phrases (e.g., "I agree/I disagree; I also think that . . .").

#### Advanced/Advanced High

Challenge students to respond to the opinions of their peers before they offer their own opinion.

**ELPS 4.G**

## Lesson 6: Athens and the Olive Tree

# Read-Aloud



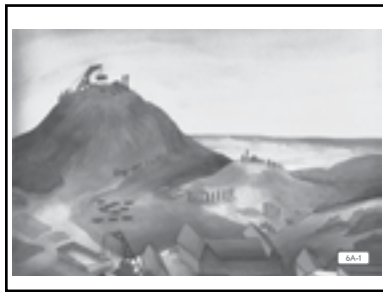
**Reading:** Students will correct or confirm their predictions about the city of Athens. **TEKS 2.6.C**

**Language:** Students will demonstrate understanding of the Tier 2 word *ideal*. **TEKS 2.3.B**

### **PURPOSE FOR LISTENING** **TEKS 2.6.C**

- Tell students to listen to find out if their predictions are correct about how the city-state of Athens got its name.

### **“ATHENS AND THE OLIVE TREE” (15 MIN.)**



#### **Show image 6A-1: Athenians beginning construction of city**

Far from the city-state of Sparta, another group of Greeks found the **ideal** or *perfect* place to build yet another new city-state. “That high hill will be the perfect place to build a city around,” these Greeks said. “There is also a good harbor for boats just a short distance away.” [Point to

*Image Card 3 (seafaring) on the Civilization Chart.] What is a harbor? Why did the ancient Greeks want to build their city-state near a good harbor?*

Almost all Greek cities were built around high hills. That way, if an enemy tried to attack the lower areas of the city, the people would climb up and gather on the high hill behind the city walls, where it would be harder for the enemy to reach them.



#### **Show image 6A-2: Poseidon showing off the greatness of the sea**

Now that this group of Greeks had found just the place they were looking for, they needed a name for their city. One of the Greek stories tells us that while the Greeks were trying to decide on a name for their new city, an

**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



amazing thing happened: two of the mythical gods appeared to the people and spoke to them.

The first appearance came when the Greeks were gathered at the nearby harbor. The huge, muscular figure of Poseidon rose up from the sea. *What was Poseidon the mythical god of? (sea and earthquakes)* All around him, dolphins leaped and played in the waves, and seabirds circled in the air around his towering head and shoulders that seemed to almost reach the clouds.

“Hear me, little mortals!” Poseidon boomed. *Mortals are humans and do not live forever. The mythical gods were believed to be immortal, meaning they would live forever.* Even those farthest from the shore could hear his loud voice. “You would be wise to honor me above all the mythical gods and goddesses, for as lord of the sea, I can bring you good luck in your fishing.” *What does it mean to honor someone? Would good luck in fishing be important to the ancient Greeks? (Yes, seafaring was important to them, and fish provided them with food.)*

He lifted his vast hands and said, “Look!” Hundreds of fish leaped from the waves and sank back again. Lowering his hands, Poseidon, who was the mythical god of the seas and of all that crosses the seas, including ships, continued, “I can also bless the safety of your fishermen while they ride upon my waves, and see to it that the ships in which your merchants trade move **swiftly** or very quickly and smoothly to distant shores and back home again. *What are merchants? (people who buy, sell, or trade things)* I, Poseidon, will do all these things for you, and more, if you will honor me.”

The people were **overjoyed** or very happy to hear his words, and turning to one another, they said, “How wonderful! We shall tell Poseidon that we will pray to him above all the other mythical gods.”



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

But, according to the story, before they could say this to the god of the sea, another voice called out to them, “Hear me, O people, for I, too, offer you a gift and a **blessing**.” *A blessing is a divine, or holy, gift.* This time it was a female voice they heard, speaking in calm,

clear, intelligent tones. *Who do you think was speaking?*

All the people turned in the direction of this new voice and saw before them Athena, the mythical goddess of wisdom and of war. *Were your predictions about who was speaking correct?* Athena told the people, “The gift I offer you is this.” She, too, lifted a hand; but instead of anything as dramatic as hundreds of fish leaping up, all that appeared on the ground was one, single, graceful tree. It grew high and wide on the very spot where a moment before the ground had been empty.

“This is an olive tree,” Athena said. *[Point to the tree in the Flip Book. Then point to the tree on Image Card 1 (farming) on the Ancient Greek Civilization Chart. What kind of tree did the Greeks farm? (olive tree)*

The people did not want to be rude to the mythical goddess, but they whispered to one another, “She offers us one tree? It is very pretty to look at, but it is nothing compared to Poseidon’s blessings.” *What are blessings? Which blessing do you think is better and why?*



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

Hearing all, Athena smiled and said, “Let me tell you about this tree. One day soon, all of these lands around you—even the rocky hills beyond that are hard to farm—will be covered with groves and groves of these olive trees.

*Remember, when Hermes found them, Athena and Demeter were walking through the olive tree groves.* From these trees will come the wealth of your city, for you will eat the fruit you pick from these trees and never go hungry. The oil you squeeze from the fruit will be so delicious that its flavor will improve anything you cook with it. Fill a lamp with the olive oil, set a dry rope wick in it, and **ignite** it, *or set fire to it* and you will have light in the darkest hour of the night. Mix other sweet-smelling herbs into the oil and rub it onto your skin, and you will be healthier and cleaner and smell sweeter. And because the oil will stay fresh in jugs and bottles for a long time, you can ship it to other lands far and near, for many people will want to have these blessings of the olive for themselves.”

“The tree itself will be a blessing, too, for in its shade you will find shelter from the heat of the summer sun and from the cold rains of winter. *What is shelter? (cover and safety)* The wood of this tree will be fine for carving, so you will never lack for bowls, plates, or furniture. The tree will live for hundreds of years, and if a fire burns it down, it will grow again from the stump that is left behind.”

#### **Support**

Show students a bottle of olive oil. If it aligns with your school’s food policy, allow students to taste olive oil on bread.

Athena continued, “And I tell you this as the goddess of war: The olive branch will become the symbol of peace. Pray to me when you are in danger, and I will protect you.” Athena gestured to *or pointed to* the olive tree and said, “Here, then, is food, fortune, and protection that will be the great blessings of your people forever—if you choose to honor me.” *Which gift do you think these Greeks will choose?*



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

The people thought about what Poseidon and Athena had offered and came to a decision. They told the mythical god of the sea, “Great Poseidon, you have offered us wonderful things. We will always offer prayers to you and be grateful to you for the riches of the

sea—however much you choose to share them from your great and generous heart. But we will be the people of Athena and her olive tree.” *Were your predictions about how Athens got its name correct? How did you know? Olive trees still grow in abundance in Greece today.*

To Athena, the people said, “To show our devotion *or loyalty* to you, we will name our new city ‘Athens’ in honor of you and your blessings.”

And that, the story tells us, is how these Greeks came to call their city Athens.



**Check for Understanding**

If Athenians had chosen Poseidon’s gift, what might have been different about the city? (*Answers may vary, but may include that the name would be different and Athenians would not have the special olive tree.*)

**Support**

Pass around a real or artificial olive branch. You may also show students a jar of olives.



Listening Actively

**Beginning**

Ask students simple yes/no questions (e.g., “Did Athenians settle close to the sea to use the harbor?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “Athenians settled near the sea because . . .”).

**Advanced/Advanced High**

Encourage students to use content-related words in complete sentences (e.g., “Athenians settled near the sea to use the harbor to fish and near a high hill for safety.”).

**ELPS 1.E; ELPS 4.G**

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Literal** Why did the ancient Athenians choose to settle where they did? *(They were close to the sea with a harbor for trade and fishing, and near a high hill for safety.)*
2. **Literal** According to the legend, which mythical god first appeared to the Athenians and what did he offer? *(Poseidon, mythical god of the sea; offered good luck in fishing, safety for fishermen and merchants, and swift travel for their ships)*
3. **Inferential** Why were the ancient Athenians happy about Poseidon’s offer? *(They would be able to safely catch plenty of fish and travel safely and swiftly on the seas when trading.)* Why were they disappointed, at first, with Athena’s offer? *(Because they thought it was just one tree.)*
4. **Inferential** [Ask a volunteer to locate Athens on Poster 1.] How did the city-state Athens get its name? *(The mythical goddess Athena offered the Athenians the blessing of olive trees in return for their devotion. The people of Athens named the city after her.)*

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

5. **Inferential** What were all of the benefits of the olive tree that Athena went on to describe? *(olives to eat; olive oil for cooking; filling a lamp with oil and igniting the wick to provide light; keeping skin healthy; trading; wood from the trees for shade and carving)*
6. **Evaluative** *Think-Pair-Share:* If you were an ancient Athenian, which blessing would you choose and why? *(Answers may vary.)*

## WORD WORK: IDEAL (5 MIN.)

1. In the Read-Aloud you heard, “Far from the city-state of Sparta, another group of Greeks found the ideal place to build yet another new city-state.”
2. Say the word *ideal* with me.
3. If something is ideal, it is perfect, and you wouldn’t want to change it in any way.
4. The new park was ideal: there was a lake, a shady picnic area, and a brand-new playground.
5. Have you ever experienced something you thought was ideal? Try to use the word *ideal* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ was ideal because . . .”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to say several things. If what I say is ideal, say, “That is ideal.” If what I say is not ideal, say, “That is not ideal.”

- a rainy day when you’re planning to go to the park (*That is not ideal.*)
- a home run for your team when the bases are loaded (*That is ideal.*)
- a perfect score on your spelling test (*That is ideal.*)
- losing your favorite toy (*That is not ideal.*)
- making the most delicious dinner (*That is ideal.*)

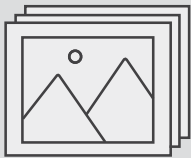
## Lesson 6: Athens and the Olive Tree

# Application



**Writing:** With assistance, students will record information about the ancient Greek civilization using a graphic organizer. **TEKS 2.6.E; TEKS 2.6.H; TEKS 2.7.B; TEKS 2.13.C**

### Image Cards 10–12



### CIVILIZATION CHART (20 MIN.)

#### Show Image Card 10: Athens

- Ask students what they see in the image and what they remember about the city-state Athens.
- Ask students into which column of the Ancient Greek Civilization Chart the Image Card should be placed. Have a volunteer place the Image Card in the “City-States” column and write a label, “Athens,” beneath it.
- Tell students that the Athenians showed their devotion to the mythical goddess Athena by building a magnificent structure called the Parthenon.

#### Show Image Card 11: the Parthenon

- Tell students that this structure was a temple built on the high hill in Athens. Tell them that this temple had a statue of Athena in it, just as all of the temples of the mythical gods and goddesses had statues. Tell them that they will hear more about this statue in the next lesson.
- Place Image Card 11 on the Civilization Chart in the “Religion” column, and write a label, “the Parthenon (temple),” beneath it.
- Ask students if they have ever seen a building that looks similar to the Parthenon.

#### Show Image Card 12: Lincoln Memorial based on the Parthenon

- Tell students that the style of the Parthenon can be seen in many U.S. government buildings today, such as the Lincoln Memorial in Washington, D.C. Place Image Card 12 on the Civilization Chart in the “Contributions” column.
- Review what is already on the Civilization Chart, and have students discuss what they remember about each image. Encourage students to try to relate existing information in the chart to today’s Read-Aloud.
  - Point to Image Card 5 (Mythical gods and goddesses) in the “Religion” column. Ask students which gods in the story offered gifts to the Athenians in exchange for their worship, and what these gifts were.

**TEKS 2.6.E** Make connections to personal experiences, other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

- Point to Image Card 1 (farming) in the “Jobs” column, and ask students what else they learned about farming olives in today’s Read-Aloud. Remind students that olives were used in many ways by the Athenians, and so farming olives was a very important job.

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming	Image Card 4: Mount Olympus	Image Card 9: Sparta		Image Card 7: Olympics
Image Card 2: shepherding	Image Card 5: Mythical gods and goddesses	<i>Image Card 10: Athens</i>		Image Card 8: Myron’s statue and Pindar’s poems
Image Card 3: seafaring	Image Card 6: Olympics held in honor of Zeus			<i>Image Card 12: Lincoln Memorial based on the Parthenon</i>
	<i>Image Card 11: the Parthenon (temple)</i>			



**ENGLISH LANGUAGE LEARNERS**

### Writing

#### Writing

#### **Beginning**

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### **Intermediate**

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

#### **Advanced/Advanced High**

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

### Activity Page 1.1



### Check for Understanding

**Put Your Finger On:** Using the Civilization Chart, put your finger on . . .

- Athens
- Sparta
- the Parthenon
- architecture based on the Parthenon

- Have students record words or illustrations representing the city-state Athens in their Ancient Greek Civilization Notebooks on the “City-States” page.
- Have students record words or illustrations representing the Parthenon in their Ancient Greek Civilization Notebooks on the “Religion” page.
- Have students record words or illustrations representing the Lincoln Memorial and its basis on the Parthenon in their Ancient Greek Civilization Notebooks on the “Contributions” page.
- Collect students’ Ancient Greek Civilization Notebooks to check that they understand the new information from today’s Read-Aloud (new city-state Athens, the Parthenon as religious temple, the Lincoln Memorial as architecture based on the Parthenon).

---

End Lesson



## THE ANCIENT GREEK CIVILIZATION

# Athens: The Birthplace of Democracy

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe the city-states Sparta and Athens.

✦ **TEKS 2.1.A**

Students will explain the origins of democracy.

✦ **TEKS 2.6.E; TEKS 2.6.F**

**Language**

Students will demonstrate understanding of the Tier 3 word *democracy*.

✦ **TEKS 2.3.B**

**Writing**

Students will write a short paragraph to support an opinion.

✦ **TEKS 2.7.B**

**FORMATIVE ASSESSMENT****Activity Page 7.1**

**Draft an Opinion: Which City-State?** Students will draft an opinion about which city state they would have preferred to live in, Sparta or Athens, and provide supporting factual evidence.

✦ **TEKS 2.7.B**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Poster 1 (Flip Book) <input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> olive branch (optional)
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-7 <input type="checkbox"/> Poster 1 (Flip Book) <input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> world map or globe <input type="checkbox"/> Image Cards 11, 13
“Athens: The Birthplace of Democracy”			
Comprehension Questions			
Word Work: <i>Democracy</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Draft an Opinion	Independent	20 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Sparta Athens T-chart (see Advance Preparation)

## ADVANCE PREPARATION

### Application

- Create a T-chart, and label the left side “Sparta” and the right side “Athens.”

### Universal Access

- Pass around a real or artificial olive branch during Introducing the Read-Aloud to remind students what an olive branch is and what it stood for in ancient Athens.

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

## 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 style in which buildings and other structures are designed

Example: When my mother traveled to Egypt, she took pictures of the ancient pyramids to show us their unique architecture.

Variation(s): none

**assembly, n.** a group or meeting of many people

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

Variation(s): assemblies

**debated, v.** discussed or argued different points of view

Example: Kevin 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: The Birthplace of Democracy”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	architecture ( <i>arquitectura</i> ) democracy ( <i>democracia</i> )	achieve debated ( <i>debatir</i> )	
Multiple Meaning	assembly ( <i>asamblea</i> )		
Sayings and Phrases	pleasing to the eye at the heart of achieve almost anything they set their minds to fail with grand grace independent thinking court of law the right to		

## Lesson 7: Athens: The Birthplace of Democracy

# Introducing the Read-Aloud



**Reading:** Students will describe the city-states Sparta and Athens.

✦ **TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Refer to the Ancient Greek Civilization Chart and Poster 1. Have students point to the city-states of Sparta and Athens on Poster 1.
- Point to the “City-States” column on the Civilization Chart, and ask students what they see in the images and what they remember about these city-states of ancient Greece.
- Use the following questions to prompt discussion:

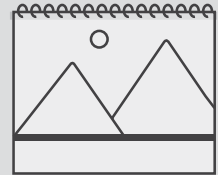


### Check for Understanding

- What city-states have we learned about so far? (*Sparta and Athens; Students may also mention Thebes and Olympia, which they heard about in Lesson 4.*)
  - What makes them city-states? (*They are independent cities, each with its own government and way of life.*)
- 
- How did the city-state of Sparta become so focused on war? (*The people of Sparta fought in a long and hard war to gain more land and food, and decided they wanted to make sure that didn't happen again, so they decided to train hard to become the best soldiers so no one could defeat them.*)
  - What are some adjectives and other words you could use to describe life in Sparta? (*harsh, self-disciplined, full of discomfort, tough, brave soldiers, etc.*)

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Flip Book Poster 1



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Did the city-state of Sparta become focused on war because the people of Sparta won wars all the time?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “Sparta became so focused on war when . . .”)

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “Sparta became focused on war because the people of Sparta fought a long hard war, and they decided they wanted to win more easily.”).

**ELPS 2.G; ELPS 4.G**

- How did the city-state Athens get its name? (*The mythical goddess Athena offered the Athenians the blessing of olive trees in return for their devotion. The people of Athens named the city after her.*)
- What were all of the benefits of the olive tree that Athena went on to describe? (*olives to eat; olive oil for cooking; filling a lamp with oil and igniting the wick to provide light; keeping skin healthy; trading; wood from the trees for shade and carving*)
- Tell students that they are going to hear more about the city-state of Athens and how it was very different from the city-state of Sparta. Encourage students to ask questions throughout the lesson as they learn more about the city states.
- Remind students that in the last story, the mythical goddess Athena said to the people of Athens, “And I tell you this as the goddess of war: The olive branch will become the symbol of peace. Pray to me when you are in danger, and I will protect you.”

## Lesson 7: Athens: The Birthplace of Democracy

# Read-Aloud



**Reading:** Students will explain the origins of democracy.

✦ **TEKS 2.6.E; TEKS 2.6.F**

**Language:** Students will demonstrate understanding of the Tier 3 word *democracy*.

✦ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen to learn more about the city-state of Athens and about a very important contribution that it gave to the world.

### “ATHENS: THE BIRTHPLACE OF DEMOCRACY” (15 MIN.)



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

Hiero [/heer\*oe/] and Dion were on their way to Dion's home, passing through the central marketplace of Athens, where people spent as much time conversing *or talking* as they did shopping. The two young men stopped to buy some olives at a farmer's booth that stood

beneath the branches of two old olive trees. As they stepped out into the sunlight again, Dion turned to look up at the top of the high hill.



#### Show image 7A-2: Dion with Hiero admiring Parthenon

“Really, Hiero,” Dion asked, “is there a more beautiful spectacle anywhere than the Parthenon? *The Parthenon was a temple dedicated to the mythical goddess Athena.*

My father and I traveled to many wonderful places on our trading voyage around

the Mediterranean—but I never saw anything equal to it.” *What is the Mediterranean?* [Have a student point to the Mediterranean Sea on Poster 1.]

Hiero agreed as he looked up at the magnificent temple.

✦ **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Just as the city-state of Sparta focused on self-discipline and training for battle, the Athenians focused on their love of art, beautiful **architecture**, and sculpture. *Architecture is the style in which buildings are designed. Is the Parthenon an example of architecture or sculpture? (architecture)* The Athenians filled their remarkable city-state with graceful buildings that were pleasing to the eye. Inside these buildings, and in the public spaces around them, famous artists created statues for all to enjoy—statues that even today are considered some of the finest ever made. *Do you remember what famous sculpture was created by Myron from Athens? [Point to Image Card 8 (The Discus Thrower, Myron’s statue) on the Civilization Chart.]*

The Athenians were wealthy enough to cover a forty-foot-high statue of Athena in gold before setting it in the Parthenon. The ancient Greeks showed their devotion to Athena by visiting her statue and offering her prayers and gifts. *What is devotion? How did the ancient Greeks show their devotion to Athena?*



### Show image 7A-3: Busy Athenian city-state

At the same time that the arts were the glory of Athens, *or something that brought them praise and that set them apart as unique* Athenian scientists were making discoveries that would become the basis for modern science. For example, one scientist you will learn about was a great observer whose

ideas and classifications *or names and categories* are still used today. Other ancient Greeks contributed inventions that the next civilizations developed more fully, including the gear, screw, watermill, and catapult; plumbing; using furnaces to melt and shape iron; and using air, water, or steam for central heating.

Athenian merchants such as Dion and his father were trading as far west as present-day Britain and as far east as present-day India. *[Point to these locations on a world map or globe.] Remember, the ancient Greeks traveled great distances by land and by sea in order to trade and explore.* These merchants brought back goods and even more knowledge from distant lands. This is another way that Athens differed from Sparta; as you heard earlier, Sparta was a “closed” society, meaning that most of the people were not allowed to travel outside of the city for trade or exploration.

At the heart of all these remarkable achievements was the Athenian belief that human beings could **achieve** *or successfully complete* almost anything

### Challenge

Have students revisit the contributions listed here and add them to their Ancient Greek Civilization Notebooks.



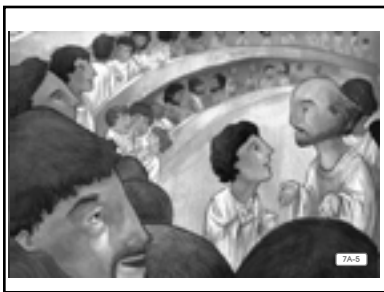
they set their minds to, and in whatever they could not achieve, they could at least fail with grand grace. *If grace means a polite or nice way of behaving, what do you think “failing with grand grace” means?* It was this belief in the benefit, or good, of independent thinking, or thinking for oneself, that led to the greatest of all the Athenian gifts to the world—greater than the art, the architecture, or the Olympic Games—the gift of **democracy**. *Democracy is a way of governing, or ruling, which gives the people the power to choose their leaders and to help create their own laws.*



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

As Hiero and Dion continued walking on that sunny afternoon so long ago, they glanced ahead and saw a face that they knew well. “It’s Pericles [/*paer\*ə\*kleez/*]!” Hiero exclaimed.

All Athenians knew the man whom they had elected *or chosen* to run their government year after year. Pericles held great power both as an army general and as the leader of their government. However, like all Athenian leaders, he had to be reelected *or chosen again* to his office every year, and if the Athenians did not like the job he was doing, they could vote him out of office, or right out of Athens for up to ten years!



### Show image 7A-5: Athenian government

It had not always been this way. In the past, Athens had been ruled by a king. *Under the rule of a king, are the people allowed to help create the laws or choose who rules them? Which city-state that you learned about had not only one king, but two? (Sparta)* Then, several nobles started to rule in place of the

king. *Nobles were wealthy men who were related to the king.* Finally, a new leader came along who thought every citizen should be able to take part in his government.

Originally, only men who were born in Athens—and who were considered wealthy enough—were allowed to be citizens. These citizens had the right to vote, to be a part of a jury that made decisions in a court of law, and to serve in the **assembly**, a large group of men who **debated** *or discussed or argued*

### Support

*Assembly* can also mean the way in which things are put together.

*their different points of view* and created the laws. Over time, even poor men—and some merchants who were not born in Athens but who lived and traded there—were allowed to take part in the assembly.

However, because there were too many citizens (over 5,000!) participating in this assembly, it became too difficult to manage the meetings and allow everyone to have their say. Eventually, the Athenians decided to have some citizens from each area come to the assembly to represent the people from their area, so that the group could be smaller and easier to manage. Every citizen still had the right to choose who would represent them in the smaller assembly.



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

Women, however, did not have the rights to do any of these things, although they could own land and have their own money. Athenian girls also did not have the right to attend school as the boys did. For Athenian women, it was more important that they learn to cook, sew, and clean. However, all well-educated young ladies learned at least enough mathematics at home to be in charge of a household budget, *or a plan for how money will be spent at home* and some who had learned reading and writing at home were widely admired for their intelligence and learning.

Most Athenians knew that the best woman friend of Pericles, leader of the Athenians, wrote many of his famous speeches for him. Yet she was not permitted to listen to him speak those words in the assembly, nor to vote for the laws he suggested. *In the United States democracy today, are women allowed to vote and take part in creating the laws? (yes) Have they always been allowed to vote and take part in creating the laws? (no)*



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

Seeing Pericles up ahead now, Dion asked Hiero, “Who are those two men with him?” Hiero peered above the heads of others in the crowd. “Only one of the greatest writers in the world, and the artist who designed the statue of Athena!” Hiero answered. He smiled.

“Only in Athens could you witness a conversation among the greatest living political leader, a world-famous writer, and such a celebrated artist. Don’t you wonder what those great men are talking about?”

“Whatever it is,” Dion responded, “I’m sure it is a most fascinating *or interesting* conversation.”

**COMPREHENSION QUESTIONS (10 MIN.)**

- 1. Literal** [Point to Image Card 11 (the Parthenon) on the Ancient Greek Civilization Chart.] What structure did Dion describe as “the most beautiful spectacle” in Athens? (*the Parthenon*) What was the Parthenon? (*a temple dedicated to the mythical goddess Athena*)
- 2. Literal** What, according to the Read-Aloud, is the greatest contribution of ancient Athens? (*democracy, which is a way of governing which gives the people the power to choose their leaders and to help create their own laws*)

**Show Image Card 13: Pericles**

- 3. Literal** Who was the leader of the democracy whom Hiero and Dion saw, and how did he become the leader? (*Pericles; he was elected.*) [Have a student place Image Card 13 in the “Leaders” column of the Civilization Chart. Write a label, “Pericles,” beneath the image.]

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming Image Card 2: shepherding Image Card 3: seafaring	Image Card 4: Mount Olympus Image Card 5: Mythical gods and goddesses Image Card 6: Olympics held in honor of Zeus Image Card 11: the Parthenon (temple)	Image Card 9: Sparta Image Card 10: Athens	Image Card 13: Pericles	Image Card 7: Olympics Image Card 8: Myron’s statue and Pindar’s poems Image Card 12: Lincoln Memorial based on the Parthenon

**Challenge**

Why do you think the United States does not have a direct democracy, with every citizen being a member of the government and voting on every decision?

**Support**

Discuss who your current elected leaders are (e.g., local officials, senators and congressmen/women, president) and how they got elected to help students understand how democracy functions in the United States today.



Reading

Connecting Ideas

**Beginning**

Give students a sentence frame to contrast Sparta and Athens (e.g., “In Athens \_\_\_\_\_, but in Sparta \_\_\_\_\_.”).

**Intermediate**

Encourage students to remember textual information to complete the sentence frame and to elaborate by adding another sentence describing how they are similar using *and*.

**Advanced/Advanced High**

Challenge students to use a variety of comparison words to compare and contrast Athens and Sparta (e.g., “Both Athens and Sparta are city-states in Greece. Athens has a democracy, whereas Sparta has only two kings.”).

**ELPS 1.E; ELPS 4.I;**

**ELPS 4.G**

4. **Inferential** How did Athens come up with the idea of democracy? (*They believed in the benefit, or good, of independent thinking, or of people thinking for themselves.*)
5. **Evaluative** What two main city-states have you learned about? (*Sparta and Athens*) How were they similar? (*Both were city-states; believed in mythical gods/goddesses; had battles; only allowed boys and men to go to school and take part in government; etc.*) How were they different? (*Sparta focused on battle training, whereas Athens focused on art, architecture, and independent thinking; Athens was a democracy, whereas Sparta had two kings; Athenians traveled, whereas Spartans stayed in their closed society; etc.*)
6. **Evaluative** *Think-Pair-Share:* Which city-state would you have preferred to live in—Athens or Sparta? Why? [Tell students that later they will be writing a paragraph about their choices.] (*Answers may vary.*)

**WORD WORK: DEMOCRACY (5 MIN.)**

1. In the Read-Aloud you heard, “It was this belief in the benefit of independent thinking that led to the greatest of all the Athenian gifts to the world—greater than the art, the architecture, or the Olympic Games—the gift of democracy.”
2. Say the word *democracy* with me.
3. Democracy is a way of governing, or ruling, which gives the people the power to choose their leaders and to help create their own laws.
4. The United States is a democracy because its citizens have a say in the way things are done in their government.
5. Do you think our classroom is an example of a democracy? Why or why not? Try to use the word *democracy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I think our classroom is/is not a democracy because . . . ”]
6. What’s the word we’ve been talking about?



---

### Check for Understanding

---

**Making Choices:** 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.”

- a classroom where the teacher makes all of the decisions (*That is not a democracy.*)
  - a student-government meeting where every student votes (*That is a democracy.*)
  - the citizens of the United States voting on Election Day (*That is a democracy.*)
  - representatives from every state helping to create the laws (*That is a democracy.*)
  - a kingdom ruled by a king who makes all of the laws himself (*That is not a democracy.*)
- 

### Support

---

Have students pretend to live under a democracy and a monarchy and make a decision about a classroom activity (e.g., what game to play) to better understand democracy. First, have students pretend to live under a monarchy. Have one student be the king or queen and make a choice for the whole class. Then, have students pretend they live under a democracy and vote on the activity.

## Lesson 7: Athens: The Birthplace of Democracy

# Application



**Writing:** Students will write a short paragraph to support an opinion.

**TEKS 2.7.B**

### DRAFT AN OPINION (20 MIN.)

- Remind students that they formed an opinion and discussed which city-state they would rather live in, Sparta or Athens.
- Tell students they will write a paragraph (two to four sentences) explaining why they would rather live in the city-state of Sparta or Athens using Activity Page 7.1.
- Tell students that before they draft their opinions, you will work as a group to recall some facts about each city-state to help them plan their drafts.
- Show students the chart you created in advance.



### Check for Understanding

**Recall:** Ask students to help you think of things they remember about Sparta and things they remember about Athens. Answers may vary, but encourage students to come up with at least three facts for each city-state.

- As students respond, record their answers on the T-chart.
- Have students think about the city-state they chose during the Think Pair Share activity. Tell students to think about whether that is still the city-state they would prefer to live in if they grew up in ancient Greece and why.

**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Supporting Opinions

Give students the sentence frame for offering their opinion:  
“I would rather have lived in \_\_\_\_\_ because I would be able to . . .”

### Beginning

Help students remember textual information to complete the sentence frame.

### Intermediate

Encourage students to remember textual information to complete the sentence frame and to elaborate by adding another sentence.

### Advanced/Advanced High

Challenge students to develop their opinion into multiple sentences, elaborating on both why they would want to live in one place and why they would not want to live in the other.

**ELPS 3.G; ELPS 4.I**

- Tell students to write their opinions on Activity Page 7.1. Read aloud the sentence starter at the top of the activity page, and tell students to write the city-state's name in the blank, "I would rather have lived in \_\_\_\_\_ because . . ." Then, tell students to give the reasons why they would rather live in that city-state. Encourage students to use facts from the T-chart and facts they remember from the Read-Aloud to support their opinions.
- Collect Activity Page 7.1 from students to check that they have formed an opinion and supported it with facts from the text about either Athens or Sparta.

---

End Lesson

## Activity Page 7.1

---



## Support

---

Model forming an opinion and writing two or three sentences about whether you would prefer to live in Athens or Sparta.

## Challenge

---

You may wish to take this writing piece through the formal writing process for some or all students (plan, draft, edit, publish).

# Pausing Point

## NOTE TO TEACHER

You should pause here and spend two days 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 Content Assessment to assess students' knowledge of the 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 a particular activity.

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Define the term *civilization* and describe the key components of a civilization.
- Identify important ancient Greek geography on a map.
- Describe the terrain of ancient Greece and how it affected the civilization's development.
- State that the ancient Greeks worshipped many mythical gods and goddesses and believed they lived on Mount Olympus.
- Name and describe some mythical Greek gods and goddesses.
- Describe the Olympic Games of ancient Greece.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Explain what a city-state was in ancient Greek civilization.
- Describe the city-state Sparta and the Spartan way of life.
- Explain why Athens is named after the mythical goddess Athena.
- Describe the city-state Athens and the Athenian way of life.
- Explain what democracy is and state that it originated in Athens.
- Compare/contrast life in Sparta with life in Athens.



## MID-DOMAIN ASSESSMENT

### Materials: Activity Page PP.1

**Directions:** I will read a sentence about the ancient Greek civilization. Circle the picture that shows what I'm describing.

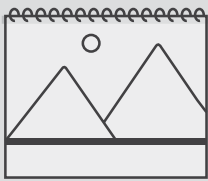
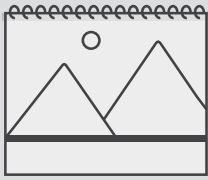
1. Circle the map that shows the location of the ancient Greek civilization. (*left-hand image*)
2. Circle the image that best shows the city-state of Sparta. (*left-hand image*)
3. Circle the image that best shows the city-state of Athens. (*right-hand image*)
4. Which group of words best describes the land the ancient Greeks settled on: *rugged, rocky, many mountains, good for growing olives*; or *flat, wet, good for growing many types of food*? If it was *rugged and rocky with many mountains and good for growing olives*, circle the words on the left labeled "A." If it was *flat, wet, and good for growing many types of food*, circle the words on the right labeled "B." (*A. rugged, rocky, many mountains, good for growing olives*)
5. Name one contribution of the ancient Greeks. (*Answers may vary, but may include Olympics, Myron's sculptures/art, Pindar's poems, Lincoln Memorial/architecture, democracy.*)
6. Name a mythical Greek god or goddess on the first line. On the lines below, write a sentence or two describing the mythical god or goddess. Remember that each mythical god or goddess was known for at least one special thing. (*Answers may vary.*)
7. Which city-state would you rather live in as a seven-year-old, Athens or Sparta? Write two or three sentences stating which you would prefer and why. Be sure to explain why using information you have learned about Athens and/or Sparta.

### Activity Page PP.1



### Support

If students need assistance writing, take dictation for questions 5–7.



## ACTIVITIES

### Image Review

- Show the images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

### Using a Map

#### Materials: 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 this event was held. Prompt them to recall that the first Olympic Games were held in honor of Zeus, the mythical king of the gods and goddesses.

### Civilization Chart

#### Materials: Ancient Greek Civilization Chart; drawing paper, drawing tools

- Review 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 column to each group, and have every group draw a picture and write a sentence about the image(s) in their column. Allow the groups to share their drawings and sentences with the class.

### 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?

## Class Book: The Ancient Greek Civilization

### Materials: Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about ancient Greece, the city-states of Sparta and Athens, the mythical Olympian gods and goddesses, and the first Olympic Games. Have each student choose one idea to draw a picture of, and ask each to write a caption for the picture. You may choose to add more pages upon completion of the entire domain before binding the book.

## Domain-Related Trade Book or Student Choice

### Materials: Trade book

- Read a trade book to review a particular concept or event. You may also choose to have students select a Read-Aloud to be heard again.

## The Parthenon

### Materials: Image Cards 11 and 12

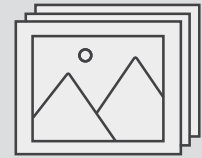
- Have students look at Image Card 11 while they answer the following questions:
  - What do you see? (*the Parthenon*)
  - Where is this building? (*on a high hill in Athens, Greece*)
  - When do you think this building was made? (*Answers may vary.*) [Prompt students to recall that the ancient Greek civilization existed more than two thousand years ago.]
  - What was this building used for? (*It was a temple to the mythical goddess Athena.*)
  - Where else have you seen a building with columns like these? [Show students Image Card 12, and prompt them to recall the Lincoln Memorial in Washington, D.C. Remind them that the Parthenon is a contribution to the architecture, or design, of many of our buildings today.]

## Write Your Own Ode

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

- Remind students that Pindar was a famous Greek poet from Thebes. Share that he wrote poems called odes that were sung at special occasions like banquets and festivals, accompanied by music, instruments, and dancing.

## Image Cards 11, 12



- Explain that an ode is a poem that admires something ordinary or shows the importance of something that is usually overlooked. An ode does not have to rhyme, but it should have detailed descriptions and observations. As either a class or in small groups, have students write odes. To scaffold this activity for students, use the following steps:
  - Brainstorm what you could write about. Think about things you see and experience everyday that you don't usually notice. Examples might include chocolate, shoes, teachers, friends, flowers, sleep, books, love, school, toothbrush, computers, etc.
  - Once you pick your topic, brainstorm why it is important. What does it do? Why is it important? What would happen without it? How do you feel about it? Put these details into parts or sections in your description.
  - Write your ode as a class or as a small group. Keep the lines short and use as few words as possible.
  - Revise and rewrite, as time permits.
- Here are some guidelines for odes:
  - Describe the subject using at least two different senses (touch, taste, sight, sound, smell).
  - Show how much you admire the subject.
  - Use words and phrases more than sentences.
  - Explain the importance of your subject.
  - Have a clear rhythm.

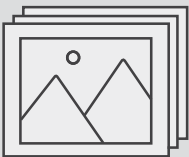
### The Olive Tree

#### Materials: Image Card 1; olives and olive oil

- Show students Image Card 1, 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) to sample.

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

Image Card 1



- Prompt students to recall that the ancient Greeks grew olive trees in groves as an important part of their farming and trade. Ask them to recall, according to the ancient Greek legend, who the Athenians believed gave them the gift of the olive tree. Remind students that the rugged terrain of Greece did not make farming easy for the ancient Greeks, but that they were able to grow olive trees in groves because these trees are hardy and able to grow in difficult environments. Tell students that many groves of olive trees still grow in Greece today.

## The Olive Branch

### Materials: Dollar bill

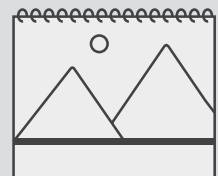
- Show students a dollar bill, and ask them if they can see a type of plant on it. Point out the olive branch, and explain that this branch symbolizes peace. Ask students if they remember the legend about who gave the olive tree to the people of ancient Greece. Remind them that, in this story, Athena told the people of Athens that the olive tree would not only bring them abundance as a food and through other uses, but that it would also become a symbol of peace. Ask students why peace may be important to a civilization. Tell students that today the saying “extend an olive branch” means to offer peace to someone instead of continuing to fight.

## The Discus Thrower

### Materials: Flying disc

- Show students 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.*)
  - When you throw something heavy, does your face look like this? (*Answers may vary.*) [Explain that the Greeks preferred to make humans look calm and thoughtful; this was part of their idea of beauty.]
  - 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.]

### Flip Book 4A-7



- Are there any details that might suggest this is a sculpture from ancient Greece? (*Answers may vary.*) [Explain that the ancient Greeks didn't wear clothes when they competed in the Olympic Games. Share that the discus throw is still an Olympic sport today.]
- 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 physical education teacher in your school to set up a simple Olympics day for your class with contests and prizes.

## THE ANCIENT GREEK CIVILIZATION

## Marathon

## PRIMARY FOCUS OF LESSON

**Writing**

With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

✦ **TEKS 2.7.B; TEKS 2.13.C**

**Speaking and Listening**

Students will summarize the main events and explain the significance of the Battle of Marathon.

✦ **TEKS 2.1.A; TEKS 2.7.D**

**Language**

Students will demonstrate an understanding of the Tier 2 word *tribute*.

✦ **TEKS 2.3.B**

**Writing**

Students will use a graphic organizer to plan a short paragraph summarizing events.

✦ **TEKS 2.7.D; TEKS 2.11.A; TEKS 2.13.C**

## FORMATIVE ASSESSMENT

## Activity Page 8.1

**Somebody Wanted But So Then:** Students will use a graphic organizer to plan a short paragraph summarizing the events of the Battle of Marathon.

✦ **TEKS 2.7.D; TEKS 2.11.A; TEKS 2.13.C**

✦ **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Civilization Chart	Whole Group/ Independent	10 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Card 14 <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1) <input type="checkbox"/> Poster 1 (Flip Book)
Essential Background Information or Terms	Whole Group		
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 8A-1–8A-11 <input type="checkbox"/> Image Card 15 <input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1)
“Marathon”			
Comprehension Questions			
Word Work: <i>Tribute</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Somebody Wanted But So Then	Independent	20 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Teacher-created Somebody Wanted But So Then Graphic Organizer (see Advance Preparation)
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 8.2



## ADVANCE PREPARATION

### Application

- Copy the following graphic organizer onto chart paper, a chalkboard, or a whiteboard.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

### Universal Access

- Show students a video or images of a recent marathon. If any adults in your school or community have run a marathon, have them come and share their experiences with the class.
- Help students understand the distances 26 miles and 150 miles by relating the distance to cities or towns that are 26 and 150 miles away and stating how long it takes to travel there by car, train, or bus.
- Have your physical education teacher host a “mini-marathon” race of 26 yards in honor of Pheidippides.

## 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 Boston Marathon in Massachusetts each spring.

Variation(s): marathons

**mercy, n.** an act of compassion or kindness

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

Variation(s): none

**purposely, adv.** to do something with deliberate planning

Example: Lessa purposely wore her favorite 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 “Marathon”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	marathon ( <i>maratón</i> )	avoid mercy purposely tribute ( <i>tributo</i> )	
Multiple Meaning			
Sayings and Phrases	in those days no one can touch him call on [take] special steps to his horror decision rests with you hot on their heels		

## Lesson 8: Marathon

# Introducing the Read-Aloud



**Writing:** With assistance, students will record information about the ancient Greek civilization using a graphic organizer.

**TEKS 2.7.B; TEKS 2.13.C**

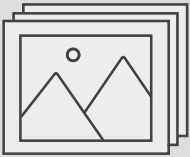
## CIVILIZATION CHART (5 MIN.)

- Ask students what a contribution is. Remind them that a contribution is something that is shared or passed down over time because it is considered helpful and good.

### Show Image Card 14: democracy

- Ask students what they see in this image and what they remember about the government in Athens. Prompt students to recall that Athens was the birthplace of democracy, a type of government we have today.
- Ask students into which column of the Ancient Greek Civilization Chart the Image Card should be placed. Have a volunteer place the Image Card in the “Contributions” column and write a label, “democracy,” beneath it.

Image Card 14



### Check for Understanding



**One-Word Answer:** What other contributions have the ancient Greeks made to modern civilizations? (*Olympics, Myron's sculptures, Pindar's poems, architecture of the Lincoln Memorial*)

**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text;  
**TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

## Ancient Greek Civilization Chart

Key Components				
Jobs	Religion	City-States	Leaders	Contributions
<p>Image Card 1: farming</p> <p>Image Card 2: shepherding</p> <p>Image Card 3: seafaring</p>	<p>Image Card 4: Mount Olympus</p> <p>Image Card 5: Mythical gods and goddesses</p> <p>Image Card 6: Olympics held in honor of Zeus</p> <p>Image Card 11: the Parthenon (temple)</p>	<p>Image Card 9: Sparta</p> <p>Image Card 10: Athens</p>	<p>Image Card 13: Pericles</p>	<p>Image Card 7: Olympics</p> <p>Image Card 8: Myron's statue and Pindar's poems</p> <p>Image Card 12: Lincoln Memorial based on the Parthenon</p> <p><i>Image Card 14: democracy</i></p>

- Have students record words or illustrations representing the contribution of democracy in their Ancient Greek Civilization Notebooks on the “Contributions” page.
- Tell students that they are going to hear about another ancient Greek contribution in today’s Read-Aloud.

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that they are also going to hear about another large civilization that existed in the time of the ancient Greeks. The people of that civilization were called the Persians. The Persians were ruled by a king named King Darius [/də\*rie\*əs/].
- Point to the Persian Empire on Poster 1, and explain that this empire was very large and powerful and had conquered many areas near where the ancient Greeks lived.

## Activity Page 1.1



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing

##### **Beginning**

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

##### **Intermediate**

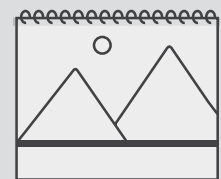
Have students dictate facts using familiar vocabulary to a peer to be recorded.

##### **Advanced/Advanced High**

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

## Flip Book Poster 1



## Lesson 8: Marathon

# Read-Aloud



**Speaking and Listening:** Students will summarize the main events and explain the significance of the Battle of Marathon.

✦ **TEKS 2.1.A; TEKS 2.7.D**

**Language:** Students will demonstrate an understanding of the Tier 2 word *tribute*.

✦ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to the events in the story, including how another Greek contribution resulted from an encounter with the powerful Persians.

### “MARATHON” (15 MIN.)



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

“The Persians are coming!” The terrifying news raced through Athens like a rapidly spreading fire. The very name of the Persians meant terror to all the Greeks. *Why do you think the Greeks were afraid of the Persians?* And now King Darius had sent an army of Persian foot soldiers and

cavalry *or soldiers on horseback* to punish the Athenians. Darius was angry that Athens had helped other Greek city-states fight against Persia. *Why did King Darius want to punish the Athenians? Remember, although the ancient Greek city-states were mostly independent, they did help each other during emergencies like invasions.* A fleet of six hundred ships had brought as many as twenty thousand experienced Persian soldiers to a beach about twenty-six miles from Athens, near a wide, flat plain called Marathon. *[Point to Athens and then Marathon on Poster 1, and reiterate that the distance between them was about twenty-six miles.]*

“There are not enough of us to face them,” moaned an Athenian army general. “Besides, no one can beat Persian soldiers.”

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



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

But another Athenian general, a man named Miltiades [/mil\*tie\*ə\*deez/], [Point to the man who is pointing to the map.] answered, “The Persians fight for a king most of them have never seen, and who cares nothing for them. We fight for our freedom, and for the

freedom of our children. That must be worth something in battle.” Remember, the Athenians came up with the idea for democratic rule.

Now, in those days, the Athenians had ten elected generals plus another military leader called a polemarch [/poe\*lee\*mark/]. The polemarch was not a general, but he represented the Athenian government during military discussions. Callimachus [/kə\*lim\*ə\*kəs/], the polemarch, gathered along with the ten generals including Miltiades to create a plan of defense. One of the generals said, “The Plain of Marathon is a perfect place for the Persians to attack us. There is room for their horsemen to move around us, and there will be nowhere for us to go to **avoid** or *keep away from* their well-organized soldiers fighting on foot.” A plain is a large, flat area of land, so the generals knew the Persians can fit many horseman in this large, flat area.

Another general suggested, “Let us send our fastest runner to Sparta. The Spartans are the greatest fighters in Greece. If they will help us, we might have a chance.” What do you remember about the Spartans?

But it was one hundred fifty miles from Athens to Sparta, and some of the journey included rugged mountains and streams. [Show distance on Poster 1.] The generals knew they would need a runner who was fast and strong.



### Show image 8A-3: Pheidippides beginning his run

“Pheidippides [/fie\*dip\*ə\*dees/] is our man,” the generals agreed. “No one in Athens can touch him for speed over a long distance.” So they sent swift-footed Pheidippides to call on the Spartans for help. Why did the Athenian generals send their fastest runner to Sparta?

Then the generals called together all ten thousand Athenian men of fighting age. In every Athenian home there were tearful goodbyes. At last, the Athenians started off toward the Plain of Marathon, about twenty-six miles away.



#### **Show image 8A-4: Persians**

Meanwhile, the Persians were camped on the beach near the edge of the plain. *[Point to the coastline at Marathon on Poster 1.]* The Persian commander-in-charge told his men, “We will win such a great victory here for King Darius that the rest of the Greeks will simply surrender to us.”

The Persians were so confident, their commander took no special steps to guard his camp other than sending the cavalry off on their horses to search the area a few times a day. *Why was the Persian army so confident they would win the fight?*



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

As all this was happening, the strong legs and powerful heart of the Athenian messenger, Pheidippides, carried him toward Sparta. Pheidippides ran as he had never run before, stopping only a few times to drink from streams or rivers. He ran for almost three days

until he reached Sparta and the two Spartan kings. “You must come with your armies at once, or it will be too late!” he explained. *Can you imagine running for almost three days?*

To his horror, the Spartan kings answered, “We cannot leave before tomorrow. Sparta is in the middle of a religious holiday honoring the gods, and our law says we must finish before we can leave to fight.” *The Spartans were celebrating a nine-day festival called Karneia to honor Apollo as the protector of their cattle.*

“By then the battle will be over, and we will have lost!” Pheidippides exclaimed. He set out again to carry the news to the Athenians that they would be on their own.





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

As it turned out, this was not true. As the Athenians marched toward Marathon, a thousand Greeks from another city, having heard the news, joined them. Together, the eleven thousand Greeks marched over the mountains to the Plain of Marathon. As they

did so, Pheidippides arrived to say, “The Spartans cannot help us.” The generals were horrified.

“The Persian army is much bigger than ours, with many more soldiers,” one pointed out fearfully.

“We should surrender and beg for **mercy!**” cried a second. *Mercy is an act of compassion or kindness.*

“There will be no mercy,” said Miltiades, the general who had spoken boldly *or with courage* back in Athens. “The Persians are here because we helped other Greeks strike back against them. The Persians will not stop until they have destroyed us.” *Do you think the Athenians will surrender to the Persians or fight for their freedom?*



**Show image 8A-7: Generals voting; turning to look at Callimachus**

The ten generals voted: Should they surrender, or should they attack? Each side won five votes.

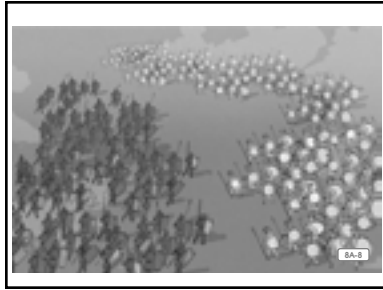
Then Miltiades remembered something: Callimachus was allowed to vote, too. Miltiades told him, “The decision rests with you. You will decide whether we surrender and agree to

serve the Persians, suffering all that this will bring, or whether we will fight and live as free people.” *How do you think Callimachus will vote to break the tie?*

Callimachus trusted Miltiades. “What do you think?” he asked.

Miltiades answered, “If we do not fight, the people of Athens will be frightened, too, and will surrender the city to the enemy. All of Greece will follow. But if we attack before fear sweeps through our camp, I believe we will win.”

Callimachus said, “Then let us fight!”

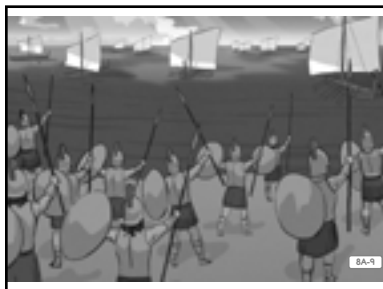


### Show image 8A-8: Greeks attacking Persians

Luck was with them. The Persian commander had sent his cavalry off again to make sure no other Greek armies were approaching. While the horsemen were away, the Greeks spread out in a wide line. The Greek generals **purposely** or with deliberate planning put more men at either end of their wide line,

leaving the middle [Point to the middle of the army in yellow.] as the weakest part. Then, shouting a loud battle cry, the Greeks charged. Will this strategy help the Athenians win or lose the battle?

The Persians were startled. No one ever ran toward them. Nevertheless, they moved forward toward the Greeks. “Look how weak those fools have left their middle,” laughed the Persian leader. But the laugh was on him, for just as the Greeks had planned, the Persians moved to the middle first and pushed back the Greek line. But then the stronger Greek forces on the edges circled around and attacked from the sides, catching the Persians between them.



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

The Persians, confused and unable to defend themselves, turned and ran for their ships with the Greeks hot on their heels. In fact, the Greeks captured seven Persian ships before the Persians could even reach them. The other Persians sailed away.

“We have beaten the mighty Persians!” the Greeks told one another in amazement. or surprise Then they remembered their families waiting for news at home.



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

Legend says that Pheidippides proudly volunteered, “I shall carry the news.” Who was Pheidippides? He set out again, leaving the scene of the battle at Marathon, and as he reached the gates of Athens, the people gathered around him. He was just able to gasp

out one word: “Victory!” Then his great heart—which had carried him to Sparta and back—finally gave out. Pheidippides fell dead at the gates of Athens.



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

In **tribute** to Pheidippides, the Greeks measured the distance he had run from Marathon to Athens, [Point to Athens and then Marathon on Poster 1.] and those twenty-six miles became the distance of their long-distance races. From what you have read,

what do you think the word **tribute** means? What clues did you use to figure it out? A **tribute** is a gift or compliment that is given to honor or remember the contribution(s) of a particular person or group. Why did the Greeks want to pay tribute to Pheidippides?

And this is why today we call a long-distance race a **marathon**—in memory of Pheidippides and all those who fought for freedom on the plains of Marathon. Today the word **marathon** can mean a twenty-six-mile race, or any long-distance race or endurance contest.

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Inferential** Why did King Darius of Persia purposely send an army of soldiers to Marathon, about twenty-six miles from Athens? (*The king was upset that the Athenians had helped other Greek city-states fight against Persia.*)
2. **Inferential** How did the Greek leaders decide whether they would fight or surrender Athens to the Persians? (*They took a vote, and Callimachus was the tie-breaker who decided they would fight.*)
3. **Inferential** Why did the Athenian generals send Pheidippides to Sparta? (*They needed to get word to Sparta as soon as possible to ask for their military help in fighting the Persians, and Pheidippides was their fastest runner.*)
4. **Inferential** How did the Greeks win, despite their smaller size and without the help of the Spartans? (*The Greeks purposely tricked the Persians into attacking their middle, and then surrounded them from the sides and drove them away.*)



**ENGLISH  
LANGUAGE  
LEARNERS**

**Speaking and Listening**

**Exchanging Information and Ideas**

**Beginning**

Reframe questions as simple yes/no questions (e.g., “Did King Darius send an army to Marathon to make peace?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “King Darius sent an army to Marathon because . . .”).

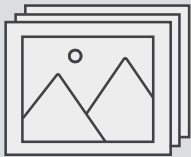
**Advanced/Advanced High**

Encourage students to use key details in complete sentences (e.g., “King Darius sent an army to Marathon because he was upset that the Athenians had helped other Greek city-states fight against Persia.”).

**ELPS 2.G; ELPS 3.F**

5. **Inferential** Why was a tribute given to Pheidippides? (*He died after running twenty-six miles from Marathon to the gates of Athens to announce the Greeks' victory at Marathon.*)
6. **Evaluative** *Think-Pair-Share:* What contribution came from the ancient Greek Battle of Marathon against the Persians? (*In memory of Pheidippides's famous run, the word marathon is now used for a twenty-six-mile race or any long-distance run or endurance contest.*)

Image Card 15



Activity Page 1.1



- [Place Image Card 15 (modern marathon) on the Ancient Greek Civilization Chart in the “Contributions” column. You may wish to have students fill in their own notes in their Ancient Greek Civilization Notebooks.]

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming	Image Card 4: Mount Olympus	Image Card 9: Sparta	Image Card 13: Pericles	Image Card 7: Olympics
Image Card 2: shepherding	Image Card 5: Mythical gods and goddesses	Image Card 10: Athens		Image Card 8: Myron's statue and Pindar's poems
Image Card 3: seafaring	Image Card 6: Olympics held in honor of Zeus			Image Card 12: Lincoln Memorial based on the Parthenon
	Image Card 11: the Parthenon (temple)			Image Card 14: democracy
				Image Card 15: marathon

## WORD WORK: TRIBUTE (5 MIN.)

1. In the Read-Aloud you heard, “In tribute to Pheidippides, the Greeks measured the distance he had run from Marathon to Athens, and those twenty-six miles became the distance of their long-distance races.”
2. Say the word *tribute* with me.
3. A tribute is a gift or compliment given to honor the contribution(s) of a particular person or group.
4. Marathon races were named as a tribute to Pheidippides’s twenty-six-mile run and his role in the Battle at Marathon.
5. Can you think of a person you would like to give a tribute to? Try to use the word *tribute* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase 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.** [Write the word *tribute* in an oval on chart paper, a chalkboard, or a whiteboard.] What words come to mind when you hear the word *tribute*? [Write students’ words on spokes coming out from the oval. If necessary, guide students with words like *respect, honor, compliment, gift, statue, memorial, etc.*] 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 . . .”



ENGLISH  
LANGUAGE  
LEARNERS



Writing

Writing

**Beginning**

Allow students to dictate sentences to an adult.

**Intermediate**

Allow students to dictate sentences to a peer when necessary.

**Advanced/Advanced High**

Have students write independently.

**ELPS 3.H; ELPS 5.G**

Challenge

If time allows, have students write a summary paragraph on the back of Activity Page 8.1. They should use the transition words *somebody*, *wanted*, *but*, *so*, and *then* as they write their summaries.

Support

You may wish to work with students individually or in small groups, guiding them through the exercise.

Lesson 8: Marathon

# Application



**Writing:** Students will use a graphic organizer to plan a short paragraph summarizing events.

**TEKS 2.7.D; TEKS 2.11.A; TEKS 2.13.C**

**SOMEBODY WANTED BUT SO THEN (20 MIN.)**

- Explain that students are going to retell parts of today's Read-Aloud, specifically how the Athenian generals wanted help in their battle against the invading Persian army. Tell students that they are going to use a graphic organizer called "Somebody Wanted But So Then" to help them remember what happened and to organize all the events in their retelling.
- Tell students that part of the graphic organizer has already been filled in and that there are also pictures to help them remember the major events of the Battle of Marathon.
- Read the "Somebody" row from the Activity Page aloud to the class and point out how the picture shows the Athenian generals.
- Ask students what they think the "Wanted" row should say about what the Athenian generals wanted. (*help from the Spartans in their battle against the attacking Persian army*)
- Have students work in pairs to orally fill in the rest of the graphic organizer on Activity Page 8.1 together while one student acts as the scribe.

<b>Somebody</b>	The Athenian generals
<b>Wanted</b>	<i>Wanted help from the Spartans in their battle against the attacking Persian army.</i>
<b>But</b>	<i>But the Spartans could not help. But other soldiers came to help from another city.</i>
<b>So</b>	So the Greeks used all of their battle strategies on the Plain of Marathon.
<b>Then</b>	<i>Then they were able to defeat the larger and stronger Persian army.</i>

**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

Lesson 8: Marathon

# Take-Home Material

**FAMILY LETTER**

- Send home Activity Page 8.2.

Activity Page 8.2



## 9

## THE ANCIENT GREEK CIVILIZATION

# Thermopylae: The Persians Strike Again

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will answer questions about the Battle of Marathon and make predictions about what happens when the Persians strike again.

✦ **TEKS 2.6.C; TEKS 2.8.C**

Students will summarize the main events and explain the significance of the Battle of Thermopylae.

✦ **TEKS 2.6.C; TEKS 2.6.I; TEKS 2.7.E**

**Language**

Students will demonstrate an understanding of the Tier 2 word

✦ *prefer.* **TEKS 2.3.B**

Students will demonstrate an understanding of the multiple meaning Tier 3 word

✦ *channel.* **TEKS 2.3.B; TEKS 2.3.D**

Students will distinguish shades of meaning in verbs describing preference.

✦ **TEKS 2.3.B; TEKS 2.3.D**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Write or Draw About It:** Students will draw a picture or write sentences describing “the last stand at Thermopylae.”

✦ **TEKS 2.7.E**

- ✦ **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Poster 1 (Flip Book)
Making Predictions			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-9 <input type="checkbox"/> Poster 2 (Flip Book) <input type="checkbox"/> paper and writing tools <input type="checkbox"/> Horizontal Word Wall (see Advance Preparation)
“Thermopylae: The Persians Strike Again”			
Comprehension Questions			
Word Work: <i>Prefer</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Multiple Meaning Word: <i>Channel</i>	Whole Group/ Partners	20 min.	<input type="checkbox"/> Flip Book: 9A-2 <input type="checkbox"/> Poster 4M: Channel (Flip Book) <input type="checkbox"/> large white paper <input type="checkbox"/> red, yellow, and green writing tools <input type="checkbox"/> index cards <input type="checkbox"/> tape
Vocabulary Instructional Activity: <i>Prefer</i>			

## ADVANCE PREPARATION

### Read-Aloud

- Display Poster 2 (Battle of Thermopylae).
- Create a horizontal word wall by drawing a long, black, horizontal line on a long piece of white paper. Using green, yellow, and red writing tools, write the following words of preference on index cards: *dislike, do not like* (red); *OK* (yellow); *like, prefer, really like, love* (green).

### Universal Access

- Have students act out the Read-Aloud. Each student should play a soldier in the army of the victor (Persians or Greeks) they predicted. Use chairs to stand for mountains and rugs or carpet squares to show bodies of water to be crossed.
- Set up two chairs a few feet apart. Show students how the Greeks defeated the Persians by having students walk single-file through the chairs and then have students line up shoulder-to-shoulder and try to fit through the chairs.

## CORE VOCABULARY

**channel, n.** a sailable route between two bodies of water

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

Variation(s): channels

**defeating, v.** winning a battle or contest against another person or group

Example: Defeating the enemy was the army's ultimate goal.

Variation(s): defeat, defeats, defeated

**deserted, v.** abandoned or left behind

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

Variation(s): desert, deserts, deserting

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

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

Variation(s): fates

**prefer, v.** to choose or like something more than something else

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

Variation(s): prefers, preferred, preferring

### Vocabulary Chart for "Thermopylae: The Persians Strike Again"

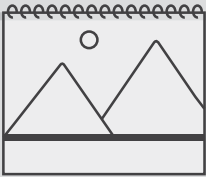
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		defeating deserted ( <i>desierto</i> ) fate prefer ( <i>preferir</i> )	
Multiple Meaning	channel ( <i>canal</i> )		
Sayings and Phrases	act of courage the last stand at Thermopylae		

## Lesson 9: Thermopylae: The Persians Strike Again



# Introducing the Read-Aloud

## Flip Book Poster 1



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas**Beginning**

Reframe questions as simple yes/no questions (e.g., “Did King Darius send an army to Marathon to make peace?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “King Darius sent an army to Marathon because . . .”).

**Advanced/Advanced High**

Encourage students to use key details in complete sentences (e.g., “King Darius sent an army to Marathon because he was upset that the Athenians had helped other Greek city-states fight against Persia.”).

**ELPS 2.G**

**Speaking and Listening:** Students will answer questions about the Battle of Marathon and make predictions about what happens when the Persians strike again.

**TEKS 2.6.C; TEKS 2.8.C**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

## Check for Understanding



**Point To It:** Call on students to point to the following places on the map on Poster 1:

- Persia
- Marathon
- Athens
- Sparta

- Remind students that in the last Read-Aloud they heard about a great battle on the Plains of Marathon. Use the following questions to review story elements and discuss why this battle began and what the final outcome was between the Persian and Greek armies.
  - Why did King Darius of Persia purposely send an army of soldiers to Marathon, about twenty-six miles from Athens? (*The king was upset that the Athenians had helped other Greek city-states fight against Persia.*)
  - Why did the Athenian generals send Pheidippides to Sparta? (*They needed to get word to Sparta as soon as possible to ask for their military help in fighting the Persians, and Pheidippides was their fastest runner.*)

**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

- How did the Greeks win, despite their smaller size and without the help of the Spartans? (*The Greeks purposely tricked the Persians into attacking their middle, and then surrounded them from the sides and drove them away.*)
- Why was a tribute given to Pheidippides? (*He died after running twenty-six miles from Marathon to the gates of Athens to announce the Greeks' victory at Marathon.*)

---

### **MAKING PREDICTIONS (5 MIN.)**

- Read the title of the Read-Aloud to students. Ask students to think about what the title means and why they think the Persians are striking again.
- Have students predict whether the outcome will be the same or different than the battle at Marathon and why.

## Lesson 9: Thermopylae: The Persians Strike Again

# Read-Aloud



**Speaking and Listening:** Students will summarize the main events and explain the significance of the Battle of Thermopylae.

✦ **TEKS 2.6.C; TEKS 2.6.I; TEKS 2.7.E**

**Language:** Students will demonstrate an understanding of the Tier 2 word *prefer*.

✦ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out whether or not their predictions are correct about another battle between the Greeks and the Persians.

### “THERMOPYLAE: THE PERSIANS STRIKE AGAIN” (15 MIN.)



#### Show image 9A-1: Xerxes planning attack

King Darius [/də\*rie\*əs/] of Persia failed to conquer Greece and died not long after the Greeks won the Battle of Marathon. Darius's son Xerxes [/zerk\*seez/] [Point to the image.] became the king of Persia. His anger at the Greeks for **defeating** or *winning against* his father worked inside of him until he could no

longer stand it. Ten years after Marathon, King Xerxes sat planning how Persia would attack Greece again. “This time,” he thought, “Persia will have so many soldiers and ships that it will not fail.” *Why do you think King Xerxes wanted Persia to fight the Greeks again?*

Xerxes gathered tens of thousands of soldiers, led by his finest troops. Even Xerxes, however, did not have enough ships to carry that many men to Greece by sea. “We will go over land from Asia and down into Greece,” he commanded.

### Support

The word *defeating* means winning a battle or contest. How did Xerxes feel about the Greeks defeating his father years ago at Marathon?

✦ **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



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

[Show Poster 2 (Battle of Thermopylae), and point to the Persians' first route, marked in purple.] This meant that the Persians would

have to cross a mile-wide **channel** of water that lay between Asia and northern Greece. A *channel is a sailable route between two bodies of water. The Persians had to cross the channel*

*of Hellespont to travel by land to Greece. The word channel can also refer to a television station.* Xerxes told his navy captains, "We will cross the channel on an enormous floating bridge. Spread out your ships in rows, and tie them together. Then lay wooden platforms across the space between the ships over which my army can pass." [Point to how the ships are connected by platforms to make a giant ship bridge.]

Xerxes's vast army succeeded in crossing the decks of six hundred ships and moved into Greece. There they faced another difficulty: Greece's high mountains. To avoid having to travel over these mountains, Xerxes led his army south along a narrow strip of dry land near the eastern coast of Greece called Thermopylae [/*ther\*mop\*ə\*lee/*]. [Show again on Poster 2 the route marked in purple that the Persians took from the Hellespont to Thermopylae, and point to the mountains.] At the other end of this narrow pass, the Greeks were waiting for him. The Greeks knew that Xerxes's army could not spread out to its full width to attack here, for there simply was not enough room in the narrow pass between the mountains and the ocean. Instead, here a smaller army might have a chance to win. *Which is the smaller army—the Persians or the Greeks?*



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

With most of the city-states working together, the Greeks had sent ten thousand men to block the Persian march. Led by the Spartan king Leonidas [/*lee\*on\*ə\*dəs/*], the Greeks took up positions across the full width of Thermopylae. [On Poster 2, point to the Greek

*forces at Thermopylae marked with red 'X's.*] 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 always in their minds, Leonidas and his soldiers waited.

## Support

Here *draw* means to bring together. *Draw* can also mean to create a picture.



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

Leonidas knew that, farther south, an Athenian leader named Themistocles [/thə\*mis\*tə\*kleez/] was rushing to draw together a fleet of navy ships.

Themistocles was sure that the war would be won at sea, for as he had told the other Greeks, “The Persians may force their way into Greece, but Xerxes cannot keep bringing food and other supplies to his men here by land. It takes too long. So if we control the sea, the Persians will eventually have to go home.” *Do you think this strategy will work?* Leonidas and his Spartan soldiers had to hold Xerxes at Thermopylae long enough for the Athenian fleet to get into position. *Are the Greek city-states working together during this emergency?*



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

Soon the Persians reached the place where the Greeks blocked the pass. Xerxes sent a message to the Greeks warning them to surrender and ask for mercy. He wrote, “I command so many archers that their attack of arrows will block out the sun above you.”

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

To this, one of the Spartans jokingly answered, “Fine, we **prefer** to fight in the shade anyway.” *What do you think this word means? What clues did you use to figure it out? Prefer means to like something better than something else. Did the Greeks really prefer to fight in the shade? Why do you think they said this?*

After waiting for four days for the Greeks to surrender, the furious King Xerxes gave word for his Persian armies to attack. However, just as the Greeks had predicted, only a small number of Persian soldiers could fit into the narrow pass at once, so their great numbers did not help them. Leonidas and the Greeks drove back one attack after another. Then one of the Persian officers said to Xerxes, “O great king, a Greek who lives near here offers to lead us to the Greeks through another pass in the mountains, if you will pay him enough gold.”



Xerxes smiled grimly. “Good! Have him lead half our men along this other path, so that we can come out behind the Greeks.” *[On Poster 2, point to the second Persian route marked in red that went through a pass in the mountains.]*



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

The Persians began to move back so they could take the other route. But Leonidas of Sparta saw what was happening. Quickly meeting with the other Greek leaders, he commanded, “Take your men safely away from here. I will remain behind with three hundred

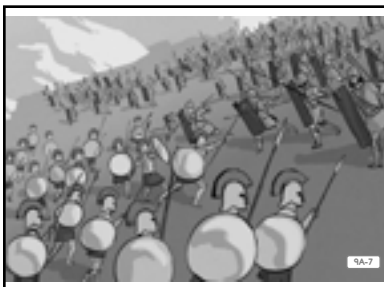
of my best Spartan fighters, and will force the Persians to take the other, longer way around.” *Why did Leonidas and his men decide to stay behind? (to hold the Persians back)*

“But this is very dangerous for you and your three hundred men,” another officer protested. “Once the Persians come through the other pass, they will circle around and attack you from behind. You will be caught between the two Persian forces.”

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

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

Leonidas told the other Greeks, “There is your answer. We will stay.” *What do the words “We are Spartans” mean to you? Do you think the Spartans were brave for staying?*



**Show image 9A-7: Three hundred Spartans standing against thousands of Persians**

So the rest of the Greek army quickly retreated out of the narrow pass as the three hundred Spartans spread out across the area. When they were in position, Leonidas told them, “Let us fight in such a way that forever after, all Persians will speak of us in amazement and all

Greeks in words of pride.”

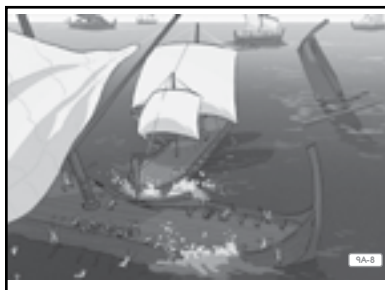
Together, the Spartans bravely fought as long as they could, but in the end, the Persians defeated the Spartans and continued on. Leonidas and his three hundred Spartans are still remembered more than two thousand years later for their heroism *or bravery* for fighting against such a large army. These Greeks were able to hold the Persians at the pass long enough for the other Greek forces to prepare for battle. This famous act of courage by the Spartans became known as “the last stand at Thermopylae.” [On Poster 2, point again to the Greek forces at Thermopylae marked with red ‘X’s.]



### Check for Understanding

**Stoplight:** This is a long Read-Aloud. Let’s check to make sure you remember what has happened so far. I’m going to read some questions. Hold up green if you remember, hold up yellow if you’re not sure, and hold up red if you don’t remember and would like to review.

- Why did King Xerxes decide to attack Greece? (*He was angry because the Greeks had defeated his father previously during the Battle of Marathon.*)
- How did King Xerxes transport tens of thousands of troops into Greece? (*by creating a floating bridge, using wooden platforms across the spaces and decks of six hundred ships anchored side-by-side*)
- What was “the last stand at Thermopylae?” (*a famous act of courage by the Spartans; they held back the Persians so the Greek forces could prepare for battle*)



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

Soon the Persians continued south and reached Athens. [On Poster 2, point to the city-state of Athens.] To their shock, they found the city nearly **deserted** *or empty and abandoned*. Meanwhile, Themistocles, the Athenian navy commander, had moved all of the Greeks to

nearby areas, including an island called Salamis [sal\*mes/]. [On Poster 2,

*point to the island of Salamis.]* When Xerxes realized this, he sent for his navy from Persia. “Sail over here and attack Salamis!” he ordered. *[On Poster 2, point to the third Persian route marked in white from Persia to Salamis.]* The Persians took a long time to arrive in their ships, and they had to sail close to land so they could stop at different cities on the way for supplies.

But this was exactly what the clever Themistocles had counted on. He had hidden the Greek navy in the bays and harbors that lay between Salamis and Athens on the Greek mainland. *[On Poster 2, show the Greek forces marked in red near the island of Salamis.]* What do you think is going to happen? Who do you think will win, the Persians or the Athenians? As in the mountain pass at Thermopylae, the greater Persian numbers could not help Xerxes in this narrow neck of water. When the Persian ships approached, Themistocles signaled to his ships’ captains, “Attack!” From their hiding places, the smaller, faster Greek ships surprised the Persians. The larger Persian ships, jammed together in the narrow waters, could not turn around to defend themselves. Using metal battering rams attached to the bow *or front* of their ships, the Greeks smashed into the helpless Persian ships. One after another, the Persian vessels sank. Those few that did not sink sailed away broken and battered.



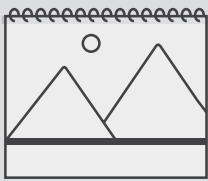
**Show image 9A-9: Victorious Greeks, Persians retreating**

The Greek victory at Salamis was complete. King Xerxes realized, “We cannot stay here if we cannot count on our ships to bring us food, medicine, and more soldiers from Persia.”

Finally, the Persians left Greece. *[Point to the ships sailing away in the image.]* Is this what

*you thought would happen?*

There would be only one more land battle the following year, which was won by the Greeks; but nothing compared to the heroic stand by the Greeks at Marathon, Thermopylae, and Salamis. Finally, the Persian threat was over forever, and the stories of these Greek victories would be told again and again for years to come.



Support

Have students act out key events in the story to help them remember and gain a deeper understanding of what happened.

**COMPREHENSION QUESTIONS (10 MIN.)**

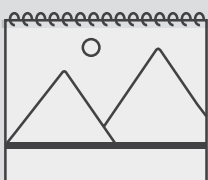
**Show Poster 2: Battle of Thermopylae**

1. **Evaluative** Were your predictions about whether the outcome would be the same or different correct? Why or why not? (*Answers may vary.*)
2. **Inferential** Why did King Xerxes decide to attack Greece? (*He was angry because the Greeks had defeated his father previously during the Battle of Marathon.*)
3. **Literal** How did King Xerxes transport tens of thousands of troops into Greece? (*by creating a floating bridge, using wooden platforms across the spaces and decks of six hundred ships anchored side-by-side*)
4. **Inferential** How did the Greeks defeat the much larger Persian army? (*Again, the Greeks used strategy; they fought the smaller number of Persians at the narrow pass of Thermopylae and held them there while the other Greek forces prepared; they then attacked the Persians near Salamis with their ships.*)
5. **Inferential** What does Sparta's stand at Thermopylae tell us about the Spartans? (*Answers may vary but may include that they were brave and did what needed to be done for their city-state and for Greece.*)
6. **Evaluative** *Where? Think-Pair-Share:* Asking questions after a Read-Aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the Read-Aloud that starts with the word *where*. Use the poster to help you think of a place to ask a question about. For example, you could ask, "Where did the last stand of three hundred Spartans take place?" (*Thermopylae*) Turn to your neighbor and ask your *where* question. Listen to your neighbor's response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.



Exit Pass

**Write or Draw About It:** Draw and/or write sentences describing "the last stand at Thermopylae" and why it was important. [Show students image 9A-7 if students need help remembering.]



## WORD WORK: PREFER (5 MIN.)

1. In the Read-Aloud you heard one of the Greeks state, “Fine, we prefer to fight in the shade anyway.”
2. Say the word *prefer* with me.
3. *Prefer* means to choose or like something more than something else.
4. Some people prefer to walk to school rather than ride the bus.
5. Think of things you prefer more than other things. Try to use the word *prefer* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I prefer \_\_\_\_\_ rather than \_\_\_\_\_.”]
6. What’s the word we’ve been talking about?

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



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Using Verbs and Verb Phrases

#### Beginning

Give students a sentence frame to use the verb *prefer* in a sentence (e.g., “I prefer \_\_\_\_\_. over \_\_\_\_\_.”).

#### Intermediate

Encourage students to create their own sentence using the verb *prefer*. Reframe students’ sentences to be grammatically correct.

#### Advanced/Advanced High

Encourage students to create their own grammatically correct sentences using the verb *prefer*.

**ELPS 3.B**

Lesson 9: Thermopylae: The Persians Strike Again



# Application

**Language:** Students will demonstrate an understanding of the multiple meaning Tier 3 word *channel*.

✚ **TEKS 2.3.B; TEKS 2.3.D**

**Language:** Students will distinguish shades of meaning in verbs describing preference.

✚ **TEKS 2.3.B; TEKS 2.3.D**

## MULTIPLE MEANING WORD: CHANNEL (10 MIN)

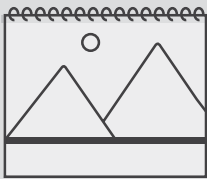
### Show image 9A-2: Persians crossing giant ship bridge

- Remind students of where they heard the word *channel* in the Read-Aloud
  - In the Read-Aloud you heard that Xerxes told his navy captains, “We will cross the channel on an enormous floating bridge.”
- Point out that this ship bridge went across the channel.

### Show Poster 4M: Channel

- Point to the part of the poster that shows a water channel. Then point to the television channel.
  - *Channel* can also refer to a television station and its shows.
  - Now with your partner, make a sentence for each meaning of *channel*. I will call on some of you to share your sentences.
- Call on a few partner pairs to share one or all of their sentences. Have them point to the meaning of *channel* their sentence uses.

Flip Book 9A-2,  
Poster 4M



### Check for Understanding

**Point To It:** As classmates share their sentences, have a student point to the meaning used in the sentence on the poster.

✚ **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

## VOCABULARY INSTRUCTIONAL ACTIVITY: PREFER (10 MIN)

### Horizontal Word Wall

- Remind students of the word *prefer* that they learned earlier.
  - In the Read-Aloud you heard one of the Greek soldiers say, “Fine, we prefer to fight in the shade anyway.”
  - Say the word *prefer* with me.
  - *Prefer* means to choose or like something more than something else.
  - We will make a Horizontal Word Wall for *prefer*.
- Place the index card for *dislike* on the far left of the chart and place the index card for *love* on the far right. Read each word aloud and discuss how these words are opposites.
  - Why are these words on either end of the line? (*Because they have opposite meanings.*)
- Now hold up *prefer* and read the word aloud. Ask students whether the card should be placed closer to *dislike* or *love* and why.
- As you hold up each of the rest of the cards, read the word aloud. Ask students where each card should be placed on the Horizontal Word Wall. The order should be: *dislike, do not like, OK, like, prefer, really like, love*. Note that *dislike/do not like* and *like/prefer* may overlap.
- Have students turn to a partner and use the different words on the Horizontal Word Wall.
  - Talk with your partner using the different words on the Horizontal Word Wall. Remember to be as descriptive as possible and use complete sentences.
- Throughout this domain, encourage students to continue thinking about this Horizontal Word Wall and add any additional words to the word wall as they arise (e.g., *loathe, resent, impartial, enjoy, adore*).

End Lesson



ENGLISH  
LANGUAGE  
LEARNERS

### Language

#### Analyzing Language Choices

##### Beginning

Provide students with sentences to distinguish how *prefer* and *love* produce a different effect (e.g., “I prefer to ride my bike.” “I love to ride my bike.”). With prompting and support, continue with additional words from the lesson.

##### Intermediate

Have students distinguish how *prefer, like, and love* produce shades of meaning and a different effect. With prompting and support, continue with additional words from the lesson.

##### Advanced/Advanced High

Have students distinguish how many words of preference produce shades of meaning and different effects.

#### ELPS 1.H; ELPS 2.D

### Challenge

Have students use two or more words on the Horizontal Word Wall in one sentence.

## 10

## THE ANCIENT GREEK CIVILIZATION

## The Great Thinkers of Greece

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will answer questions about the contributions of Greek philosophers.

✦ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G; TEKS 2.6.H**

**Language**

Students will demonstrate an understanding of the Tier 2 word *marvelous*.

✦ **TEKS 2.3.B**

**Writing**

With assistance, students will use a graphic organizer to plan a fictional narrative.

✦ **TEKS 2.11.A; TEKS 2.12.A**

## FORMATIVE ASSESSMENT

## Activity Page 10.1

**Plan a Fictional Narrative** Students will use a graphic organizer to plan a narrative by naming a character and describing what he/she might do in ancient Greece.

✦ **TEKS 2.11.A; TEKS 2.12.A**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components)
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-9 <input type="checkbox"/> Poster 1 (Flip Book)
“The Great Thinkers of Greece”			
Comprehension Questions			
Word Work: <i>Marvelous</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Sayings and Phrases: Practice What You Preach	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 10.1
Plan a Fictional Narrative			

## ADVANCE PREPARATION

### Note to Teacher

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

## Universal Access

- The concept of *philosophy* may be difficult for students. Throughout the day, point out when students do something philosophical (e.g., showing curiosity by asking questions, observing, thinking about a hard question). Tell students that at those moments they are practicing philosophy. You might also model philosophizing by voicing a thought sequence such as, “I wonder why we have recess every day? Maybe it is so we can go outside and exercise and we do that because it helps us concentrate harder when we come back in to learn.”
- Invite a professor of philosophy to speak with your class about what they do and think about that makes them philosophers.

## CORE VOCABULARY

**affection, n.** fondness or liking

Example: Eddie looked at his new baby brother with affection.

Variation(s): affections

**astonishing, adj.** causing surprise or amazement

Example: The fireworks display was an astonishing sight.

Variation(s): none

**marvelous, adj.** excellent or wonderful

Example: The singing group performed a marvelous concert in the park.

Variation(s): none

**philosopher, n.** someone who seeks to understand and explain people and the world in which they live

Example: Socrates was a famous Greek 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

Vocabulary Chart for “The Great Thinkers of Greece”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	philosopher ( <i>filósofo/a</i> )	affection ( <i>afecto</i> ) astonishing marvelous ( <i>maravilloso/a</i> )	
Multiple Meaning		proof	
Sayings and Phrases	down-to-earth poke fun at himself bundled up words of wisdom		



## Speaking and Listening

## Reading/Viewing Closely

**Beginning**

Prompt and support students to ask questions and recall words and phrases that relate to the key components of a civilization.

**Intermediate**

Provide moderate support in eliciting questions, phrases, and ideas with greater detail that relate to the key components of a civilization.

**Advanced/Advanced High**

Provide minimal support in eliciting questions and key details relating to the key components of a civilization.

**ELPS 3.F; ELPS 4.I****Support**

Model and point out when people act like philosophers in everyday life. See Advance Preparation for ideas on how to do this.

## Lesson 10: The Great Thinkers of Greece

Introducing the  
Read-Aloud

**Speaking and Listening:** Students will analyze the contributions of Greek philosophers.

**TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.H****WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Point to the “Contributions” column on the Ancient Greek Civilization Chart. You may also want students to take out their Ancient Greek Civilization Notebooks to refer back to their own notes.
- Ask students what a contribution is. (*something that is shared or passed down over time because it is considered helpful and good.*)
- Ask students to name some contributions that the ancient Greeks made to modern civilizations. (*Olympics, Myron’s sculptures, Pindar’s poems, architecture of the Lincoln Memorial, democracy, the marathon.*)
- Tell students they will learn about another contribution of the ancient Greek civilization today.

**ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)**

- Read the title of the Read-Aloud and discuss its meaning.
  - What do you think it means to be a “great thinker”?
- Explain that throughout time, many people have wondered about the world and have tried to understand and explain its relationship with the people who live in it.
- Discuss the meaning of the word *philosophy*.
  - Have you ever heard the word *philosophy*? What does it mean? (*a set of ideas or beliefs relating to a particular activity or study*)
- Explain that the word *philosophy* actually comes from the Greek language and means love of knowledge or wisdom.
- Tell students that people who study philosophy and seek to understand people and the world they live in are called philosophers.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding.

- Tell students that the great thinkers—or philosophers—they are going to hear about spent their entire lives pursuing a love of knowledge about the wonders of the world and how people lived their lives in that world.
- Have students think about what you have discussed so far and ask questions about anything that is unclear before beginning the Read-Aloud.



---

### Check for Understanding

---

**Think of a Word:** Since philosophers really love to gain more knowledge about people and the world around them, what might they spend their time doing? (*thinking, reading, studying, asking questions, observing*)

---

## Lesson 10: The Great Thinkers of Greece

# Read-Aloud



**Speaking and Listening:** Students will analyze the contributions of Greek philosophers.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 2 word *marvelous*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out who these philosophers, or great thinkers, of ancient Greece were and what contributions their work provided to the rest of the world.

### “THE GREAT THINKERS OF GREECE” (15 MIN.)



#### Show image 10A-1: Socrates in Athens

He was the most famous **philosopher** who ever lived. *What is a philosopher?* (someone who studies life, knowledge, and truth) His name was Socrates [/sok\*rə\*teez/], and he lived in the city-state of Athens over two thousand years ago. [Point to the older man in the image.] Let's say this philosopher's name

together: Socrates. [Show Athens on Poster 1.] He lived in Athens. What do we know about Athens?

The stories about Socrates describe him as the most down-to-earth fellow you could ever meet. *If someone is down-to-earth, he is realistic, honest, and straightforward.* These stories, written by his friends and students, tell us all we know about him, for Socrates never wrote anything down himself. According to these stories, there was no one more clever, no one more loyal to his friends, no one so willing to poke fun at himself, and no one as glad to share everyday activities with other people.

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

But the one thing that made Socrates such a great philosopher was that he kept asking questions about why people did such everyday things. *Do you think asking questions is a great way to learn about things?*

In the stories about Socrates, we hear about him sitting beneath a shady tree, or walking with friends—always engaged in curious conversation.



### Show image 10A-2: Wealthy Athenians conversing at dinner party

In one story, many guests are waiting for him to arrive at a dinner party. The guests and their host, a man named Agathon [/ag\*ə\*thon/], are wealthy, well-educated, young Athenians who talk about sports, politics, and the latest plays. Some help run their family's large

farms or travel to faraway lands on business trips as merchants. Some are political leaders in Athens. A few are soldiers. None of them, however, spend their lives like Socrates, just thinking and asking questions to answer other questions.

In this story, Socrates is older than the rest of the guests at this party, has almost no money to his name, wears the same outfit day and night, and generally walks about without shoes. Yet in this and other stories, we hear politicians, landowners, and soldiers speak of him with great **affection** or **liking** and respect.



### Show image 10A-3: Socrates with wealthy Athenian in the market

At the dinner party, one Athenian says, “One day, Socrates and I were passing through the marketplace. I bought a number of items for myself, and knowing Socrates has little money, I offered to buy him whatever he wanted. Socrates said, ‘One reason for human

unhappiness is that people always want more things than they need. When they get those things, they still want more. I think the happiest people are the ones with the least number of things. Just look at all the **marvelous** things in this marketplace that I don't want!’” *Why doesn't Socrates want any of the marvelous, or wonderful, things from the marketplace? What does this Athenian's story tell us about the kind of person Socrates was?*



#### Show image 10A-4: Socrates as a soldier

Another dinner guest shares a very different memory of Socrates. “During the war, when we were soldiers together in that icy, cold winter, everyone else bundled up in as many clothes as possible. But Socrates gave another man his coat and boots saying, ‘You need these more than I do.’ He marched barefoot, even

over the ice, yet he out-marched the rest of us. And when we ran low on food, he still shared his food with others. Yet during the battle, he was the strongest of us all.” *Why was Socrates such a strong soldier? Do you think his philosophy helped Socrates to be a stronger person?*

“And though I received honors for bravery that day, Socrates was the real hero. Yes, I led the charge, but I became surrounded by enemy soldiers. Just as one of them knocked my sword from my hand, Socrates burst through them, scattering them left and right. Then he glared at them so fiercely, they ran away. He found me another sword and then said, ‘If I had known that making ugly faces could drive the enemy away, I could have won the battle for us—for heaven knows I am ugly enough for that.’” *Does it sound like Socrates had a sense of humor?*



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

As the guest finishes this retelling, Socrates himself finally arrives for the party. Agathon, the host, insists, “Sit next to me, Socrates, so I can hear your words of wisdom.”

Socrates laughs, “I fear you’ll go thirsty, Agathon, for I have no wisdom for you to hear. I have only questions, not answers.” *Why did Socrates say he only had questions? Do you think a great philosopher can have answers, too?*

In all of the stories about Socrates, we read that his method of learning and teaching was to ask others questions like “How do you know?” and “What do you mean?” For example, someone might say to him, “The way to lead a good life is to give to others,” to which Socrates might respond, “How do you know?”





### Show image 10A-6: Socrates asking questions

By asking these questions, Socrates really wanted to cause people to think about their lives and why they do certain things. “Otherwise,” he would say, “we will just repeat the same old mistakes everyone else has made. And when we end up doing good things,

shouldn’t we try to understand why they are good so that we can do more good things?”

Somehow it was always in his company that people had moments of enlightenment. *What is enlightenment?* (Enlightenment means the act of being aware of problems or concerns.)

Of course, some people did not like Socrates. They said he was wasting their time or confusing them by trying to change their minds. Socrates protested, “But I cannot change your mind. Only you can do that.” Then he would go on his way.



### Show image 10A-7: Plato learning from Socrates; taking notes

Many of Socrates’s friends went on to become great leaders of Greece, and many of his students became widely known and respected. One such student was an intelligent young fellow named Plato [/plae\*toe/]. *[Point to the man seated with a paper and writing tool, and*

*ask students to repeat his name.]* Poet, champion athlete, and brave soldier, Plato paid close attention to what Socrates said. Later in his life, Plato wrote books reporting those wonderful discussions. But as years passed and Plato became famous himself, he wrote more about his own ideas about the world and less about Socrates. *So did Plato also become a philosopher like Socrates?* (yes)

## Support

The word *proof* can also mean to proofread or look for mistakes in your writing.



### Show image 10A-8: Plato's academy in olive grove

Finally, Plato opened a school near a grove of olive trees called “the Grove of Academe” [/*ak\*ə\*deem/*]. The school became famous as “The Academy,” a word we still use today for some schools. Here, Plato offered classes in all sorts of subjects: history, mathematics, music, literature, law, politics, and more. He would always ask: “What do we know about these things? How can we be sure we are correct? How can our knowing lead to greater happiness?” *Do you remember who else asked these same types of questions? (Socrates)*

But by the time Plato taught at The Academy, Athens had changed. It had gone through a long, terrible war. A terrible disease had swept through the city, a disease that today we might be able to treat with modern medicine. Without such medicine, many Athenians died from this illness. Many of the happy young men and women of Plato's youth did not survive. Life was no longer so easy or happy for him. He then began writing books that asked questions like, “Wouldn't life be nicer if we could only . . . ?” and continued to try to find **proof** to back up his ideas. *Proof means evidence or facts that support that something is true.*



### Show image 10A-9: Aristotle

Among Plato's students was a young man named Aristotle [/*aer\*ə\*stot\*əl/*]. *[Point to the man in the image, and ask students to repeat his name.]* Aristotle, too, wanted to understand people and things, but he looked at them in a way more like Socrates than Plato. Aristotle thought, “Instead of looking for facts to prove what we already think is true, let us first study the facts and then try to understand what they mean.” *So Aristotle studied the facts, or things he knew were true, and tried to find out more about them.*

That simple idea would change the world. Aristotle would become the first great observer, studying things he could see and experiment with, such as plants, animals, human beings, and the stars and planets. *What is Aristotle observing in this image?* Aristotle's ideas and classifications are still used in science today.

Aristotle also believed in the importance of having balance in life. He thought doing or having too much of one thing—such as staying up too late, eating too many unhealthy foods, or even studying too much—did not allow time for other things you may need to do. *So Aristotle thought that too much of anything wasn't good, and that it was important to have a balance of different things.*

Aristotle, like his teacher, Plato, also opened a school in Athens. Aristotle's students, and the books he wrote, spread across Greece and beyond, carrying Greek ideas to distant lands. *So Aristotle became a philosopher like his teacher, Plato, before him, and his teacher's teacher, Socrates, before that.* Among Aristotle's students was an **astonishing** or *surprisingly amazing* boy who would carry these ideas the farthest of all. His name was Alexander, and you will learn about him in the next Read-Aloud.

### COMPREHENSION QUESTIONS (10 MIN).

1. **Literal** What is a philosopher? (*someone who studies life, knowledge, and truth*)
2. **Evaluative** What method of learning did Socrates use? (*He believed in asking questions but never gave answers; he believed people should discover their own truth and the reasons why they did certain things.*) What are some questions you could ask to learn more about people and the world around you? (*Answers may vary.*)
3. **Inferential** How are Aristotle's studies important to science today? (*Scientists use Aristotle's studies and classifications of many different types of plants and animals in their studies today.*)
4. **Inferential** These philosophers lived in the city-state Athens. Why were philosophers more likely to be found in Athens than in Sparta? (*Sparta was focused on military power, but Athens was focused on independent thinking.*)



#### Check for Understanding

Who were the three famous philosophers of ancient Greece and how were they connected? (*Plato was a student of Socrates; Aristotle was a student of Plato.*)



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Reframe questions as simple yes/no questions (e.g., "Is a philosopher a person who only studies math?").

##### Intermediate

Provide students with a specific sentence frame (e.g., "A philosopher is a person who . . .").

##### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "A philosopher is a person who studies life, knowledge, and truth.").

#### ELPS 2.G

### Challenge

Do you think Athens was a good place for Socrates to live? How might his life have been different if he lived in Sparta?

5. **Evaluative** *Think-Pair-Share*: The philosophy of keeping a balance in life was important to Aristotle because he believed that too much of one thing could take away time from other things. What are some things you could have too much of in your life? What proof would you need to have to know this is true? (*Answers may vary.*)

---

**WORD WORK: MARVELOUS (5 MIN.)**

1. In the Read-Aloud you heard Socrates say, “Just look at all the marvelous things in this marketplace that I don’t want!”
2. Say the word *marvelous* with me.
3. *Marvelous* means excellent or wonderful.
4. My aunt’s restaurant has many marvelous dishes to eat.
5. Try to think of things that you would describe as marvelous. Try to use the word *marvelous* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is marvelous.”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I will describe a situation. If what I describe is an example of something you think is marvelous, say, “That’s marvelous.” If what I describe is not an example of something that you think is marvelous, say, “That’s not marvelous.” (*Answers may vary for all.*)

- eating a hot fudge sundae
- losing your favorite sweatshirt
- your first day of school
- riding on a roller coaster
- celebrating your birthday
- a new baby brother or sister

## Lesson 10: The Great Thinkers of Greece

# Application



**Writing:** With assistance, students will use a graphic organizer to plan a fictional narrative. **TEKS 2.11.A; TEKS 2.12.A**

### SAYINGS AND PHRASES (5 MIN.)

#### Practice What You Preach

- 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 that the literal meaning of this proverb is that you should behave or live your life in the same way that you tell others they should act.
- Tell students that one of the Greek philosophers they have learned about in today’s Read-Aloud is an example of this saying.
  - Which philosopher is an example of this saying and why? (*Socrates was a philosopher who said that one reason for human unhappiness is that people wanted more things than they needed. Remind students how Socrates practiced what he preached when he gave his boots away to the soldier, wore the same clothes every day, and did not get anything for himself at the marketplace, even when his friend offered to pay for it.*)
- Discuss what students think about the saying.
  - Do you think it is easy or hard to “practice what you preach.” Do you think it’s important? Why?
- Expand upon their responses with more complex vocabulary. Look for more opportunities to use this saying in your classroom.

### PLAN A FICTIONAL NARRATIVE (15 MIN.)

- Tell students that they are going to write a narrative paragraph.
- Explain that a narrative is a story. For example, the stories they heard about Hermes being a messenger and Lysander going away to battle camp at age seven are narratives.
- Remind students that a narrative, or story, has the following elements:
  - characters
  - setting
  - plot

**TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

## Activity Page 10.1



ENGLISH  
LANGUAGE  
LEARNERS



Writing

Writing

### Beginning

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

### Intermediate

Have students dictate facts using familiar vocabulary to a peer to be recorded.

### Advanced/Advanced High

Have students write facts using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

- Explain that their narratives might be much shorter than the ones they have heard because they are still learning the writing process.
- Tell students that their narrative, or story, should tell about someone living in the time of ancient Greece.
- On chart paper, a chalkboard, or a whiteboard, brainstorm together about all of the different kinds of people who would have lived during this time. (*child or adult; male or female; warrior in the Spartan army; Olympic athlete or observer; merchant; seafarer from Crete; citizen or leader in the Athenian assembly; philosopher; sculptor; poet; etc.*) Have students think about what each character might do every day. (*goes to school; has a job; stays at home; trains in a military camp; travels; fishes; creates art; etc.*)
- Have students take out Activity Page 10.1. Tell each student to choose a character from the list and write it in the center oval. On the surrounding spokes, tell students to write words and phrases about the character—what they do every day, the view from where they live, the sounds they might hear, etc. Remind students that when they brainstorm, they do not need to write in complete sentences, but instead they should write down whatever comes to mind about the topic. Tell students to try to fill all six spokes with information about their characters.



### Check for Understanding

Circulate to check that students have identified a plausible character from ancient Greece and have written a few facts about him/her.

- Once students have written down everything they can think of about the chosen character, tell them that they will draft, or write, this fictional narrative the next time you meet.
- If students finish early, they may draw an illustration of what their story will be about on the back of Activity Page 10.1 as an additional step in the planning process.
- Collect Activity Page 10.1 to evaluate and provide constructive feedback to students. Check that students have chosen a character and have listed accurate details about ancient Greece.

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# Alexander the Great, Part I

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall why Socrates, Plato, and Aristotle are still remembered today.

✦ **TEKS 2.1.A; TEKS 2.6.E**

Students will characterize the accomplishments of Alexander the Great.

✦ **TEKS 2.6.F; TEKS 2.6.G**

### Language

Students will demonstrate an understanding of the Tier 2 word *tame*.

✦ **TEKS 2.3.B**

### Writing

With assistance, students will write a draft of a fictional narrative.

✦ **TEKS 2.12.A**

## FORMATIVE ASSESSMENT

### Activity Page 11.1

**Draft a Fictional Narrative** Students will draft a narrative paragraph with a character and information relevant to ancient Greece.

✦ **TEKS 2.12.A**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Civilization Chart	Whole Group/ Independent	10 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Image Card 16 <input type="checkbox"/> Ancient Greek Civilization Notebooks (Activity Page 1.1)
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 11A-1–11A-7 <input type="checkbox"/> Poster 1 (Flip Book) <input type="checkbox"/> Image Card 17 <input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components)
“Alexander the Great, Part I”			
Comprehension Questions			
Word Work: <i>Tame</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Draft a Fictional Narrative	Independent	20 min.	<input type="checkbox"/> Activity Page 11.1

## ADVANCE PREPARATION

### Note to Teacher

Be sure to save the Ancient Greek Civilization Chart for future reference, as it will also be used in the Grade 2 *Stories from Mount Olympus* domain.



## CORE VOCABULARY

**ambitious, adj.** having a strong desire for success or achievement

Example: The ambitious salon owner was willing to work hard for her new business.

Variation(s): none

**devoted, adj.** feeling strong loyalty or commitment

Example: The devoted couple celebrated their fiftieth wedding anniversary with family and friends.

Variation(s): none

**retreat, v.** to withdraw or go back

Example: The barking dog caused the little boy to retreat from the fence.

Variation(s): retreats, retreated, retreating

**tame, v.** to train to obey people

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

Variation(s): tames, tamed, taming

### Vocabulary Chart for “Alexander the Great, Part I”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		ambitious ( <i>ambicioso/a</i> ) devoted tame	
Multiple Meaning		retreat ( <i>retirarse</i> )	
Sayings and Phrases	follow in his steps wear themselves out take over set his eyes on taking risks		

## Lesson 11: Alexander the Great, Part I

Introducing the  
Read-Aloud

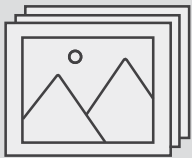
**Reading:** Students will recall why Socrates, Plato, and Aristotle are still remembered today.

✦ **TEKS 2.1.A; TEKS 2.6.E**

**CIVILIZATION CHART (10 MIN.)**
**Show Image Card 16: Socrates, Plato, Aristotle**

- Point to each philosopher and name him.
- Ask students what they remember about these three philosophers. Prompt students to recall that these three philosophers are still remembered today because they contributed many ideas and works of writing that people still read and study.
  - Who recorded Socrates' ideas so that we can still read them today? (*Plato*)
  - What word for *school* did we adopt from the works of Plato? (*academy*)
  - How are Aristotle's studies important to science today? (*Scientists use Aristotle's studies and classifications of many different types of plants and animals in their studies today.*)
- Ask students into which column of the Ancient Greek Civilization Chart the Image Card should be placed. Have a volunteer place the Image Card in the "Contributions" column and write a label, "ideas and writing of Socrates, Plato, Aristotle," beneath it.
- Explain that these three men were also great leaders of thought. They were not political leaders like Pericles, but they were still important people in their communities who showed leadership.
- Encourage students to ask questions that they may have about Socrates, Plato, and/or Aristotle to better understand the work they did in their communities.
- Tell students they will learn about a different kind of leader—a political leader—today.

## Image Card 16



**ENGLISH  
LANGUAGE  
LEARNERS**



Writing

Writing

**Beginning**

Allow students to dictate sentences to an adult.

**Intermediate**

Allow students to dictate sentences to a peer when necessary.

**Advanced/Advanced  
High**

Have students write independently.

**ELPS 3.H; ELPS 5.G**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

## Ancient Greek Civilization Chart

Key Components				Contributions
Jobs	Religion	City-States	Leaders	
<p>Image Card 1: farming</p> <p>Image Card 2: shepherding</p> <p>Image Card 3: seafaring</p>	<p>Image Card 4: Mount Olympus</p> <p>Image Card 5: Mythical gods and goddesses</p> <p>Image Card 6: Olympics held in honor of Zeus</p> <p>Image Card 11: the Parthenon (temple)</p>	<p>Image Card 9: Sparta</p> <p>Image Card 10: Athens</p>	<p>Image Card 13: Pericles</p>	<p>Image Card 7: Olympics</p> <p>Image Card 8: Myron's statue and Pindar's poems</p> <p>Image Card 12: Lincoln Memorial based on the Parthenon</p> <p>Image Card 14: democracy</p> <p>Image Card 15: marathon</p> <p><i>Image Card 16: ideas and writing of Socrates, Plato, and Aristotle</i></p>

- Have students record words or illustrations representing the contributions of Socrates, Plato, and Aristotle in their Ancient Greek Civilization Notebooks. They may choose whether to place the information on the “Contributions” page or the “Leaders” page.

### Activity Page 1.1



#### Check for Understanding

Call on a few students to share the words or pictures they recorded in their notebooks.

## Lesson 11: Alexander the Great, Part I

# Read-Aloud



**Reading:** Students will characterize the accomplishments of Alexander the Great.

✦ **TEKS 2.6.F; TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 2 word *tame*.

✦ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn more about the leader named Alexander the Great.

### “ALEXANDER THE GREAT, PART I” (15 MIN.)



#### Show image 11A-1: King Philip looking at map; Alexander playing

To the north of the Greek city-states and of Mount Olympus lay the territory known as Macedonia [/*mas\*ə\*doe\*nee\*ə/*]. [Show Macedonia on Poster 1.]

At this time, Macedonia was not a part of ancient Greece. The Macedonian king, Philip the Second,

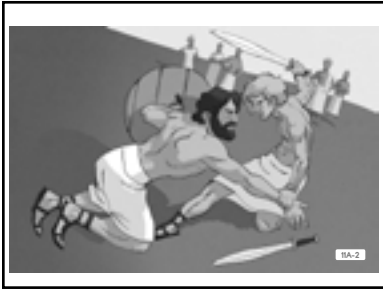
watched and waited as the Greek city-states struggled among themselves for power and wealth after the Persian wars. It seemed that they could work together brilliantly when they faced a common enemy such as Persia, but afterward they would go back to competing against one another. Away from all these conflicts, King Philip grew stronger. *What are conflicts? What does King Philip notice about the Greek city-states?* (They work together when they face a common enemy, but then they go back to competing against one another.)

King Philip of Macedonia had a plan: he would let the rest of the Greeks wear themselves out fighting one another, and then he would lead his army south to unite all of Greece under his command. *What was King Philip's plan?* (to let the Greeks wear themselves out by fighting with each other) *Do you think it will work?*

Philip also had a son whom he expected to follow in his steps and take over the throne one day. The boy was a bold, handsome, curly-haired youngster named Alexander. At first, Philip was a bit disappointed when it became clear

✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

that Alexander would not grow up to be a tall, strapping *or powerful* fellow like his father. Philip wondered, “How can someone Alexander’s size become a great warrior and commander like . . . well, like me?” He soon realized that he had nothing to worry about. *What hint does this sentence give of what is going to happen?* (Alexander will become a great warrior and commander like his father.)



### Show image 11A-2: Young Alexander training to fight

Alexander was determined to be the best at everything he did. He constantly practiced with sword and spear, hour after hour. Even full-grown soldiers told one another, “Keep your guard up when you practice against Prince Alexander, or you will find his sword

point at your throat!” Alexander trained himself to swim in icy rivers and run for miles without stopping. He became an excellent wrestler and a champion horseman, and was constantly challenging other riders. *Do you think all of Alexander’s practice helped him succeed?*

But Alexander was more than strong and sturdy. He was intelligent, too. Realizing this, Philip told his son, “I have arranged to have the greatest thinker in the world come here to teach you. He is the famous Aristotle. Treat him with respect.” *Who was Aristotle?* (famous philosopher) *Why do you think King Philip wanted his son to study with him?*



### Show image 11A-3: Alexander learning from Aristotle

Alexander came to love and honor the wise Aristotle, and tried to learn all that he could from him. Pleased with his student, Aristotle taught the prince more than science and mathematics. He also tried to pass along all that the Greeks, especially the Athenians,

had learned about leading a civilized and well-balanced life. *Was living a well-balanced life important to Aristotle?* (yes) Alexander loved to study the poems of Pindar.

Alexander listened when Aristotle taught him the importance of observing and studying facts before making decisions. *Do you remember another*

famous philosopher who shared this idea? (Plato) However, the prince's energetic nature caused him to use this lesson in ways far different from those that the quiet scientist had imagined.



### Show image 11A-4: Alexander observing the wild Bucephalus

One famous example occurred when Alexander was in his early teens and set his eyes on a magnificent horse named Bucephalus [/bue\*sef\*ə\*ləs/]. *If the horse was magnificent, was it ordinary or grand?* Alexander told his father's groomsmen, "That

is the horse I want to ride."

The head groomsmen bowed. "I am sorry, your highness, I cannot let you—for your own safety. No one can ride Bucephalus. One of our greatest horsemen tried yesterday, and even he broke his leg." *Based on what you know about Alexander, do you think he will ride this magnificent horse?*

Alexander realized he would have to use his mind as well as his muscles to **tame** the horse. *Tame means to train and make gentle.* "I must think this through," he told himself. He watched as one rider after another led the huge horse out to the wooden fence and tried to mount the saddle. Alexander noticed something no one else had seen. The prince realized, "Why, the big fellow is frightened each time he sees his own shadow moving before him on the ground. He becomes so nervous that he throws off anyone who tries to ride him."



### Show image 11A-5: Alexander riding a calmed Bucephalus

Alexander took some sugar out to the horse. "Here, boy, eat this," he said, and he turned Bucephalus around in the other direction so that he was facing the sun and could not see his own shadow. Then Alexander easily climbed into the saddle. Everyone

was amazed. Alexander rode the huge horse all afternoon. Even King Philip came out to watch, grinning at his son. "He's not so bad!" called Alexander, grinning back. Finally, Bucephalus trusted Alexander so much that the boy could lead him to do anything—even with his shadow in front of him.

[Point to the shadow in the image] Bucephalus became Alexander's horse, and Alexander so loved the horse that later he named a city after him. How did Alexander tame the horse that no one else could tame? Did he use his strength or did he use his intelligence?



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

Soon Alexander was leading troops into battle for his father. He developed a habit that stayed with him all his life: he always rode in the front line of fighters. The soldiers were proud of their brave prince and loved him for taking risks as great as those he asked them to take.

A number of times when a battle might have been lost, Alexander would yell, "Charge!" and ride ahead. His **devoted** or *loyal and committed* soldiers would think, "We cannot let him be killed or captured!" They had no choice but to follow him and win the battle, for they knew Alexander would never **retreat**. Retreat means to withdraw or go back. Why do you think Alexander would never retreat?

At last King Philip felt that he and his son were ready to conquer the Greeks who were south of Macedonia. Then, by a stroke of good luck, they found a better way. Their old foe, or *enemy* Persia, once again came after the Greek cities. Philip told the other leaders of Greece, "I will lead you against Persia." A few protested, but Philip and Alexander quickly invaded their cities and conquered them by force. People in the other city-states, weakened by war, were afraid to go up against the powerful Macedonian army. So, did King Philip get what he wanted? (yes)



### Show image 11A-7: Alexander as king at the head of his army

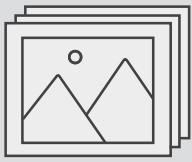
And then King Philip died. At the age of twenty, Alexander became king of Macedonia. Although young in years, Alexander led his army through Greece, fighting and conquering when he needed to, and accepting surrender when he could. He generously gave gifts to the

peoples and cities that welcomed him, while giving no mercy to those who opposed or went against him.

At last, all of Greece hailed Alexander as their king.

But Greece was not enough for the **ambitious** king. *If you are ambitious, you have a strong desire for success. What do you think ambitious King Alexander is going to do?* He put one of his trusted advisors in charge of Greece and announced, "It is time to end the Persian threat once and for all and to call Persia my own." With that, Alexander set out on his greatest adventure. *Now that Alexander has conquered the Greek city-states, who does he want to conquer next? You'll hear about that adventure in the next Read-Aloud.*

### Image Card 17



ENGLISH  
LANGUAGE  
LEARNERS



Reading

Exchanging Information  
and Ideas

#### Beginning

Reframe questions as a simple choice (e.g., "Is this Alexander the Great or Pericles?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "Alexander the Great was great because . . .").

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "Alexander the Great was a great leader who conquered and expanded ancient Greece.").

**ELPS 2.G; ELPS 4.G**

### COMPREHENSION QUESTIONS (10 MIN.)

#### Show Image Card 17: Alexander the Great

- Inferential** Who is this and what do you know about him? (*Answers may vary, but should identify Alexander the Great and state that he was a great leader who conquered ancient Greece and much of the surrounding area.*)  
[Ask students which column of the Ancient Greek Civilization Chart this Image Card should go in. Have a volunteer place the Image Card in the "Leaders" column.]

Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
Image Card 1: farming	Image Card 4: Mount Olympus	Image Card 9: Sparta	Image Card 13: Pericles	Image Card 7: Olympics
Image Card 2: shepherding	Image Card 5: Mythical gods and goddesses	Image Card 10: Athens	Image Card 17: Alexander the Great	Image Card 8: Myron's statue and Pindar's poems
Image Card 3: seafaring	Image Card 6: Olympics held in honor of Zeus			Image Card 12: Lincoln Memorial based on the Parthenon
	Image Card 11: the Parthenon (temple)			Image Card 14: democracy
				Image Card 15: marathon
				Image Card 16: ideas and writing of Socrates, Plato, and Aristotle



2. **Literal** What important lesson did Alexander learn from Aristotle? (*Aristotle taught him the importance of observing and studying facts before making decisions.*)
3. **Literal** What observation did Alexander make about the wild horse, Bucephalus, and how did he tame him? (*He realized the horse was afraid of his shadow so he turned the horse's face into the sun so he would not see his shadow and be afraid, and he offered him sugar to win his favor.*)
4. **Inferential** Why did Alexander's devoted soldiers think he was a brave fighter? (*He would ride in the front of his army and take the same risks he asked of his men; he never retreated or gave up a fight.*)



---

### Check for Understanding

What are some adjectives you could use to describe Alexander?  
(*ambitious, clever, intelligent, etc.*)

- 
5. **Evaluative** *Think-Pair-Share:* Why do you think Alexander was and still is known as Alexander the Great? (*Answers may vary, but may include that he was an important leader who conquered Greece.*)

## WORD WORK: TAME (5 MIN.)

1. In the Read-Aloud you heard, "Alexander realized he would have to use his mind as well as his muscles to tame the horse."
2. Say the word *tame* with me.
3. *Tame* means to train to obey people.
4. Some animals are impossible to tame and should remain in nature.
5. Have you ever seen someone tame an animal or ever tried to tame one yourself? Try to use the word *tame* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I saw someone tame a \_\_\_\_\_ once," or "I tried to tame a \_\_\_\_\_ once."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** You have heard that the word *tame* means to train to obey people. I will describe a situation. If what I describe is an example of something you could tame, say, "I can tame it." If what I describe is an example of something you could not tame, say, "I cannot tame it." (*Answers may vary for all.*)

- a litter of kittens sleeping in a box
- a nest of baby birds chirping in a tree
- gorillas in the jungle
- a lost dog scratching at your door
- Bucephalus

Lesson 11: Alexander the Great, Part I

# Application



**Writing:** With assistance, students will write a draft of a fictional narrative.

**TEKS 2.12.A**

Activity Page 11.1



**ENGLISH LANGUAGE LEARNERS**

Writing

Writing

**Beginning**

Have students dictate their stories using familiar vocabulary to a teacher to be recorded.

**Intermediate**

Have students dictate their stories using familiar vocabulary to a peer to be recorded.

**Advanced/Advanced High**

Have students write their stories using familiar vocabulary independently.

**ELPS 3.H; ELPS 5.G**

Challenge

Have students write a multi-paragraph story with a plot and major events.

**DRAFT A FICTIONAL NARRATIVE (20 MIN.)**

- Tell students they are going to use their brainstorming maps to draft, or write, a narrative.
- Review the brainstorming maps that they previously created.
- Encourage students to add any new ideas they may have after hearing about Alexander the Great.
- If they haven't done so already, have students choose a name for their characters.
- Tell students they are going to write a fictional narrative, or made-up story, about the character they chose and wrote in the middle of their brainstorming map.
- Explain the following structure (reflected in the five boxes on Activity Page 11.1) to help students write their stories.

	Explanation to students	Example
<b>Row 1</b>	In the first sentence say who their made-up character is and where s/he lives.	<i>Linus is a king who lives in Sparta.</i>
<b>Row 2</b>	The next three sentences should describe the character and how s/he spends his or her time in ancient Greece.	<i>Linus has a wife, Queen Agatha, and two children, Petros and Rachael.</i>
<b>Row 3</b>		<i>Linus spends his days meeting with his councilmen, making laws, and training with his soldiers.</i>
<b>Row 4</b>		<i>Sometimes, he has to fight bravely in battles and is often away from home.</i>
<b>Row 5</b>	The final sentence should be a concluding sentence that reminds the reader of what the paragraph is about and that wraps up the story.	<i>King Linus is proud to lead the warriors of Sparta.</i>

**TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

## Challenge

---

Have students write a longer story with a plot on lined paper.

- Remind students that most narratives, or stories, are made up of many paragraphs. Tell students that they are writing only one paragraph because they are still learning the writing process, and that once they learn how to write a narrative, they will be able to write many paragraphs that will include many things that happen in the plot.
- Tell students that they will review and edit their narrative paragraph the next time you meet.

---

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# Alexander the Great, Part II

## PRIMARY FOCUS OF LESSON

### Reading

Students will characterize the accomplishments of Alexander the Great.

✦ **TEKS 2.1.A; TEKS 2.6.C; TEKS 2.6.G**

### Language

Students will demonstrate an understanding of the Tier 3 word *invader*.

✦ **TEKS 2.3.B; TEKS 2.3.C**

### Reading

Students will interpret information from a map.

✦ **TEKS 2.9.D.ii**

### Writing

With assistance, students will edit a fictional narrative.

✦ **TEKS 2.11.C; TEKS 2.11.D.vi, vii, x**

## FORMATIVE ASSESSMENT

### Activity Page 12.2

**Editing Checklist** Students will use a checklist to edit their narrative paragraphs.

✦ **TEKS 2.11.C; TEKS 2.11.D.vi, vii, x**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.11.C** Revise drafts by adding, deleting, or re-arranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases, (vii) pronouns, including subjective, objective, and possessive cases, (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Ancient Greek Civilization Chart (Digital Components) <input type="checkbox"/> Flip Book: 11A-1–11A-7
Making Predictions			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 12A-1–12A-11 <input type="checkbox"/> Poster 1 (Flip Book) <input type="checkbox"/> world map or globe
“Alexander the Great, Part II”			
Comprehension Questions			
Word Work: <i>Invader</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Map of Alexander the Great’s Empire	Independent	20 min.	<input type="checkbox"/> Activity Pages 10.1, 11. 1, 12.1, 12.2
Edit a Fictional Narrative			

## ADVANCE PREPARATION

### Read-Aloud

- Preview the editing checklist on Activity Page 12.2, and plan to add any additional writing concepts students are currently learning such as plot/ events or writing a title, introduction, or conclusion. This checklist is also available in the digital components for this domain.

## CORE VOCABULARY

**attention, n.** close observation or thought

Example: The students paid close attention to their teacher as he read aloud the rules for recess.

Variation(s): none

**flung, v.** thrown with great force

Example: The Olympic champion flung his discus farther than anyone else.

Variation(s): fling, flings, flinging

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

Example: Alexander the Great is a famous invader of the Persian Empire.

Variation(s): invaders

**proclaimed, v.** announced publicly or officially

Example: My grandmother proclaimed her choice for president by wearing a campaign button.

Variation(s): proclaim, proclaims, proclaiming

**Vocabulary Chart for “Alexander the Great, Part II”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	invader	attention ( <i>atención</i> ) flung proclaimed ( <i>proclamaron</i> )	
Multiple Meaning			
Sayings and Phrases	on foot undying fame		

## Lesson 12: Alexander the Great, Part II

Introducing the  
Read-Aloud

**Reading:** Students will characterize the accomplishments of Alexander the Great.

✦ **TEKS 2.1.A; TEKS 2.6.C**

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

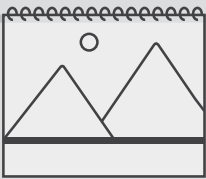
- Point to Image Card 17 (Alexander the Great) on the Ancient Greek Civilization Chart and ask students the following questions:
  - Who is this, and what do you know about him? (*Answers may vary, but should identify Alexander the Great and state that he was a great leader who conquered ancient Greece.*)
- Use images 11A-1 through 11A-7 to review what students learned in the previous Read-Aloud about Alexander the Great's early life. You may wish to ask the following questions:
  - Which philosopher came to teach Alexander? (*Aristotle*)
  - How did Alexander tame Bucephalus? (*He realized the horse was afraid of his shadow, so he turned the horse's face into the sun so he would not see his shadow and be afraid, and he offered him sugar to win his favor.*)
  - Why did Alexander's devoted soldiers think he was a brave fighter? (*He would ride in the front of his army and take the same risks he asked of his men; he never retreated or gave up a fight.*)

### Check for Understanding



**Think of a Word:** What are some adjectives you could use to describe Alexander? (*ambitious, clever, intelligent, etc.*)

Flip Book  
11A-1–11A-7



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Selecting Language Resources

#### Beginning

Elicit short one-word answers from students (e.g., “Who is the famous leader we learned about?”).

#### Intermediate

Elicit more details in students' answers (e.g., “What do you know about Alexander the Great?”).

#### Advanced/Advanced High

Elicit higher-level insights and comparisons (e.g., “Why is Alexander the Great important?”).

**ELPS 3.H; ELPS 4.J**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.



---

**MAKING PREDICTIONS (5 MIN.)**

- Reread the last paragraph from “Alexander the Great, Part I”:

*But Greece was not enough for the ambitious king. He put one of his trusted advisors in charge of Greece and announced, “It is time to end the Persian threat once and for all and to call Persia my own.” With that, Alexander set out on his greatest adventure.*

- Ask students to predict what they think Alexander’s greatest adventure will be and whether Alexander will be successful.

## Lesson 12: Alexander the Great, Part II

# Read-Aloud



**Reading:** Students will characterize the accomplishments of Alexander the Great.

✦ **TEKS 2.6.C; TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 3 word *invader*.

✦ **TEKS 2.3.B; TEKS 2.3.C**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out whether or not their predictions about Alexander the Great's greatest adventure are correct.

### “ALEXANDER THE GREAT, PART II” (15 MIN.)



#### 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 the Hellespont channel.] Who else crossed this same channel, but in the opposite direction on foot by using a ship bridge? (Xerxes and the Persian soldiers) As the boats approached the far shore, Alexander **flung** or **threw with great force** his spear so that it landed point-first in Asian soil. Stepping from his boat, he freed the spear and told his cheering men, “We will conquer Asia with our spears!”

Leading the army down the coast of the Aegean Sea, he stopped at the site of ancient Troy. Here, nine centuries before, the Greeks had fought a famous war, the story of which had been told in a well-known book called *The Iliad* [/il\*ee\*əd/]. Since boyhood, Alexander had set a goal for himself: “I want people to remember me forever as a great hero, just as we remember Achilles [/ə\*kil\*eez/], the greatest hero in *The Iliad*,” he said. That goal of undying fame, more than anything else, would drive Alexander onward through his many adventures.

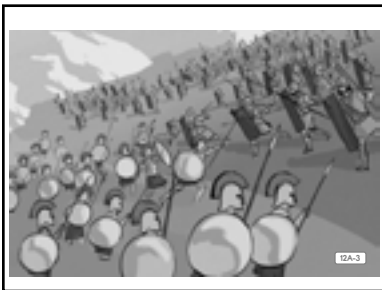
✦ **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.



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

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

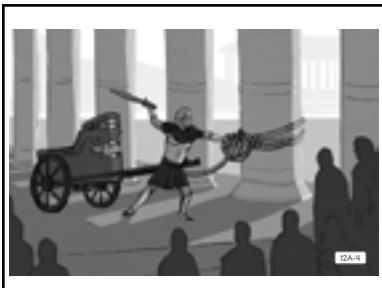
Alexander told them, "Yes, we will free you." *Do you think this was true?* Yet, once his army took over a city or a nation, Alexander never gave up his control. He was determined to set the record for ruling the greatest empire in history, and he didn't think he could do that by freeing people and places he had conquered. *How do you think the Greek people felt about King Alexander after they realized he wasn't going to let them live freely? Do you think they continued to cheer for him?*



### Show image 12A-3: Greek army charging across river toward Persian army

Soon Alexander's soldiers found themselves facing an enormous Persian army sent by the Persian king. *If the army was enormous, was it large or small?* Between the two armies lay a river. Alexander charged across the river calling, "Follow me!" with his men rushing to

keep up. They won the battle.



### Show image 12A-4: Alexander approaching the Gordian Knot

Afterward they reached the city of Gordia [/gor\*dee\*ə/], where Alexander was shown the chariot of the ancient founder of the city. This ancient chariot was tied to a pole with a large knot. The elderly priests smiled at the young **invader**. *Have you heard this word*

*before? What do you think this word means? An invader is someone who enters a country by force in order to conquer it.* "Legend says that only he who unties the Gordian knot can rule Asia," the priests said, knowing it would take days or weeks to do so. But with lightning speed, Alexander drew his sword, and in one mighty stroke, sliced the knot in half. "What a pleasant legend," he said, and rode on laughing. *So did King Alexander actually untie the knot?*

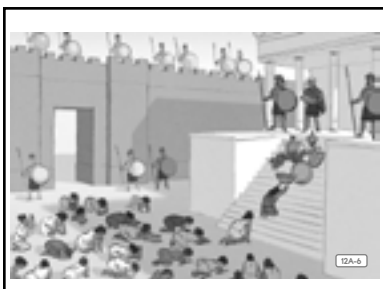


### Show image 12A-5: Alexander in Egypt, writing to Aristotle

*What do you see in the picture?* Alexander continued on to Egypt, which was also under Persian control. *[Show Egypt on a world map or globe.]* He defeated the Persian armies there, and the Egyptians **proclaimed** or *officially called* him pharaoh, or king. While

in Egypt, and all through his travels, he sent samples of local plants and animals to his old teacher, Aristotle, so the great scientist could examine them. *Why do you think he sent plants and animals to Aristotle?* (Because Aristotle enjoyed observing and asking questions about things.) Alexander also tried to answer a question the wise man had long hoped to figure out: why does the Nile River flood in the spring?

“I cannot prove it without following the river all the way to its beginnings,” Alexander wrote, “and this I have no time to do. But after talking with the most educated Egyptians, I believe that during each spring, rains fill the lakes in the mountains of northern Africa. The lakes overflow into the Nile, which carries the water down to the flatlands of Egypt.” He was right, and Aristotle sent a letter of thanks. *[You may wish to remind students of the importance of flooding rivers for farming in ancient civilizations.]*



### Show image 12A-6: Alexander victorious over the Persians

By the time the letter reached Alexander, however, he was back in Persia, winning battle after battle. At one of these battles, the Persians had many more soldiers than Alexander commanded. The Persian king felt so sure of victory that he left his family and a

good deal of his treasure in a nearby city. When Alexander won the fight, he marched into that city and took the king's treasure for himself and his men. After several more victories, Alexander at last defeated the Persians for good and crowned himself king of Asia. *Were your predictions correct?*



**Show image 12A-7: Alexander’s wedding to Persian princess**

As he continually fought these wars, Alexander insisted that his goal was to win glory for himself and his troops and to prove no one else was stronger in force. *Do you think this was a good goal to have?* After Alexander’s success, thousands of his Greek soldiers

married Persian women. He also took Persian soldiers into his army so they could learn Greek ideas from his soldiers. He and his lifelong best friend even married two of the king of Persia’s daughters in a double wedding ceremony. “We will unite all of our empire into one great nation,” Alexander **proclaimed**. *What does proclaimed mean? What did Alexander proclaim?*

Alexander was so busy trying to conquer more and more places that he was not able to give much **attention** to the places he had already taken over. *Attention means close observation or thought. Do you think this lack of attention was helpful or hurtful to Alexander’s rule?* Instead, he left behind generals he trusted to rule for him or let the kings he had conquered continue to run their countries while reporting to him. Then Alexander moved on. Without more attention on his part, his grand plan never completely succeeded. *What does grand mean?*



**Show image 12A-8: Alexander in India; soldiers facing elephants**

At the same time, Alexander began to claim, “I am one of the gods—for who but a god could do all that I have done?” It was around this time that people began to refer to him as “Alexander the Great.” Probably he himself was the first one to say it. Always restless, he was

never satisfied that he had done enough in his life.

Even conquering Persia did not satisfy him. “We’ll continue east to India,” he ordered. *[Show India on a world map or globe.]* Fighting over great distances and rugged mountains, Alexander’s soldiers reached northern India, where they found themselves facing a strong Indian army that featured a terrible new threat. *What do you think this new threat was? Do you think this new threat stopped Alexander’s attack on India?*

“What on earth is that thing?” one Macedonian soldier asked another.

“I don’t know,” replied his friend, “but I’ve never seen anything so big!”

In fact, the monsters they were facing were elephants, atop which rode Indian soldiers directing the huge beasts to attack and trample their enemies. Alexander ordered to the front of his army spearmen carrying spears twenty-one feet long. He told them, “Do not let those beasts get close enough to reach you!” With their usual confidence in Alexander, his men frightened off the elephants and won the battle.



**Show image 12A-9: Army asking Alexander to take them home**

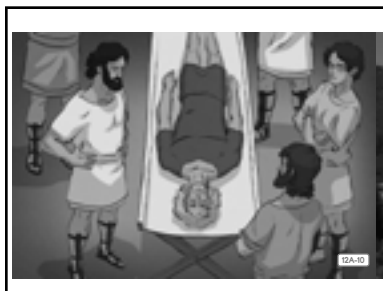
With northern India under control, Alexander and his army chopped down trees, made great wooden rafts, and rode them down the wide Indus River into central India. But when the soldiers heard that Alexander intended to conquer the rest of India, for the first time they

refused to obey him. *Why do you think the men refused to obey Alexander?*

Men who had been with him from the start explained, “We have marched by your side and fought as brothers under your command for thirteen years. We are far from Macedonia. Please, take us home.” Alexander could not deny his men this request, so they turned around for home.

That is when Alexander discovered that he was not a god. *Do you really think Alexander thought he was a god? Why or why not?*

At only thirty-three years old, Alexander had lived through enough adventures for a hundred lifetimes, and had worn out the energetic body he had built to such strength as a youngster. He fell ill, still many miles from home. *What do you think is going to happen to Alexander?*



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

Alexander lay in his large travel tent. His generals gathered around him, each hoping to become king and rule Alexander’s great empire after his death. They asked, “To which of us do you leave your empire?”

He laughed and answered, “To the strongest!” Then he closed his eyes. He had laughed because he knew what would happen next, and he turned out to be right. Fighting for control of his empire, his men would break it into pieces. None of them would match his record as the mightiest conqueror of all.



### Show image 12A-11: Statue of Alexander the Great

As a result, he would never be forgotten. He would always be remembered as Alexander the Great. *So did Alexander obtain the undying fame he hoped to achieve?*

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative** Were your predictions about Alexander’s greatest adventure correct? Why or why not? (*Answers may vary.*)
2. **Evaluative** Legend said that only the person who untied the Gordian Knot would rule Asia. How did Alexander respond to this, and was his response surprising? Why? (*He didn’t try to untie it but simply used his sword to cut it in half. Students’ opinions on whether or not this is surprising may vary.*)
3. **Literal** What happened to Alexander and his army in India? (*At first they conquered part of India, but then Alexander’s army did not want to fight any longer and wanted to go home. Then Alexander died.*)



### Check for Understanding

For what accomplishment is Alexander the Great remembered and named? (*He created the largest empire in the world during his time.*)

4. **Evaluative** The Read-Aloud told us that Alexander was too busy trying to conquer more and more places to give much attention to the places he had already taken over. Who taught Alexander the importance of observation, or attention? (*Aristotle*) Do you think Alexander forgot about the importance of this skill? How did this affect his ability to be a good leader? (*Answers may vary.*)



ENGLISH  
LANGUAGE  
LEARNERS

## Reading

### Exchanging Information and Ideas

#### Beginning

Reframe questions as a simple choice (e.g., “Were your predictions about Alexander’s greatest adventure correct?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “Alexander the Great’s greatest adventure was . . .”).

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “Alexander the Great’s greatest adventure was his attempt to take over all of India and build the greatest empire in the world.”).

**ELPS 2.G; ELPS 4.G**

5. **Evaluative** *Think-Pair-Share*: What would you have done if you were Alexander the Great and had already conquered Greece and Persia? Would you have stopped there, or would you have continued conquering foreign lands? Why or why not? (*Answers may vary.*)

---

**WORD WORK: INVADER (5 MIN.)**

1. In the Read-Aloud you heard, “The elderly priests smiled at the young invader.”
2. Say the word *invader* with me.
3. An invader is a person who enters a place, such as a country, by force in order to conquer it.
4. Alexander the Great became a famous invader of the Persian Empire.
5. Have you ever heard of someone who was an invader? Try to use the word *invader* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ was an invader.”]
6. What’s the word we’ve been talking about?

**Use a Word Parts activity for follow-up.** The *-er* ending is often added to a word to name the person or thing that does the action. For example, an invader is a person who invades; a reader is a person who reads. I will name a person or thing. Think about the word you hear before the *-er* ending to help you name what the person or thing does. Remember to answer in complete sentences.

- a teacher (*A teacher is a person who teaches.*)
- a flyer (*A flyer is a person who flies.*)
- a writer (*A writer is a person who writes.*)
- a gardener (*A gardener is a person who gardens.*)
- a painter (*A painter is a person who paints.*)



## Lesson 12: Alexander the Great, Part II

# Application



**Reading:** Students will interpret information from a map.

✦ **TEKS 2.9.D.ii**

**Writing:** With assistance, students will edit a fictional narrative.

✦ **TEKS 2.11.C; TEKS 2.11.D.vi, vii, x**

### MAP OF ALEXANDER THE GREAT'S EMPIRE (5 MIN.)

**Note:** This map is also available in the digital components for this domain.

- Remind students that Alexander the Great was a famous invader who fought many battles and won many victories that increased the size of his empire. Give each student a copy of Activity Page 12.1. Tell students that this map shows the many regions that composed Alexander the Great's empire. Help students interpret the map to answer the following questions:
  - What does the shaded area stand for on the map? (*Alexander the Great's empire, or places he conquered*)
  - Which area of land was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered? (*the area that Alexander the Great conquered*) [You may wish to show students Poster 1 and this map to compare the two areas.]
- Have students write a complete sentence to answer each question on the worksheet.

### EDIT A FICTIONAL NARRATIVE (15 MIN.)

- Tell students that revising and editing is the next step in the writing process.
- Tell students they are going to revise and edit the fictional narratives they wrote on Activity Page 11.1. Explain that this means they are going to read the story to check for any mistakes, and to make sure they have said everything they wanted or needed to say.
- Give students Activity Page 12.2. to use as a checklist to revise and edit their fictional narratives. Review what each item on the checklist represents.

✦ **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases, (vii) pronouns, including subjective, objective, and possessive cases, (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

### Activity Page 12.1



### Activity Pages 10.1, 11.1, 12.2





Writing

Writing

**Beginning**

With assistance from a teacher, have students make edits to their writing.



**Intermediate**

With assistance from a peer, have students make edits to their writing.

**Advanced/Advanced High**

Have students make edits independently.

**ELPS 5.D**

Student-facing item (on Activity Page 12.2)	What it means
. ? !	punctuation at the end of each sentence
T he cat ran.	capital letter at the beginning of each sentence
	story has a character with a name
	story includes information about ancient Greece
in, out, under	story uses prepositions to add clarity and interest to sentences
I, you, our	story shows correct use of pronoun cases

- Have students review their writing for places to add prepositions and prepositional phrases and for correct use of pronoun cases.
- To review prepositions and prepositional phrases, explain to students that a preposition is a word that can help tell where something is taking place. Words like *in*, *out*, *under*, *above*, etc. are called *prepositions*. Prepositions are useful in making simple sentences longer and more interesting.
- Explain to students that a prepositional phrase is a phrase that begins with a preposition and is followed by an object (e.g., *in the cave*, *on the table*, *under the rock*, *above the clouds*). A prepositional phrase answers the same question, *where*, that a preposition answers about something in a sentence.
- Have students revise their writing to include prepositions.
- To reinforce how to edit drafts for pronoun cases (subjective, objective, and possessive), explain the differences between them and provide examples:

Case	Pronouns	Use	Examples
<b>Subjective</b>	I, you, he, she, it, we, you, they	Use as the subject of a sentence.	<u>She</u> runs a mile every day. <u>You</u> and <u>I</u> hike two miles.
<b>Objective</b>	me, you, him, her, it, us, you, them	Use after an action verb.  Use after a preposition, such as <i>in, at, before, on, to, with, near, or from</i>	Mom drove <u>us</u> to the park.  Dad read the map with <u>me</u> .
<b>Possessive</b>	my, mine, your, yours, our, ours, her, hers, his, their, theirs, its	Use to show ownership.	<u>My</u> sister plays soccer. The ball is <u>hers</u> . <u>Their</u> game is Saturday. Is this seat <u>yours</u> ?

- Model choosing the correct pronoun for the each sentence.  
 \_\_\_\_\_ plays soccer on the weekends. (I, me, my)  
 Carlos passed \_\_\_\_\_ the ball. (I, me, my)  
 I was proud of \_\_\_\_\_ team. (I, me, my)
- Have students review their writing for correct use of pronouns.



### Check for Understanding

According to the checklist, what are you going to look for in your stories? (*punctuation, capitalization, character with a name, information about ancient Greece, prepositions and prepositional phrases, and pronouns*)

- Tell students to read their stories, checking for each item on the list. If students find something they want to add or edit in their stories, have them mark it in a different color or with a different type of writing utensil in their stories. Remind students that they can reference Activity Page 10.1 with their original plans to help them add to and edit their stories.
- If students have time after editing, have them publish, or rewrite, their stories on a new sheet of paper. You may want to add this story to students' writing portfolios.

End Lesson

# Domain Review

## 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:

- Define the term *civilization* and describe the key components of a civilization.
- Identify important ancient Greek geography on a map.
- Describe the terrain of ancient Greece and how it affected the civilization's development.
- State that the ancient Greeks worshipped many mythical gods and goddesses and believed they lived on Mount Olympus.
- Name and describe some mythical Greek gods and goddesses.
- Describe the Olympic Games of ancient Greece.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Explain what a city-state was in ancient Greek civilization.
- Describe the city-state Sparta and the Spartan way of life.
- Explain why Athens is named after the mythical goddess Athena.
- Describe the city-state Athens and the Athenian way of life.
- Explain what democracy is, and state that it originated in Athens.
- Compare/contrast life in Sparta with life in Athens.
- Explain the significance of the Battle of Marathon.
- Explain the significance of the Battle of Thermopylae.
- Identify Socrates, Plato, and Aristotle, and describe their contributions as famous philosophers of ancient Greece .
- Describe the accomplishments of Alexander the Great.

## REVIEW ACTIVITIES

### Image Review

- Show images from the Flip Book for *The Ancient Greek Civilization*, and have students retell a Read-Aloud using the images.

### Put on a Play

**Materials: Poster 3; costumes and props appropriate to mythical gods and goddesses**

- Have students act out the Read-Alouds from Lessons 2 and 3. Once students are familiar enough with the mythical gods and goddesses, allow them to make up their own stories, using character traits of the gods and goddesses to guide the plot.

### 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.

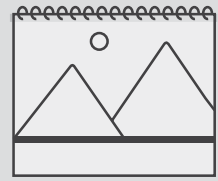
### Civilization Chart

**Materials: Ancient Greek Civilization Chart; Activity Page 1.1; drawing paper, drawing tools**

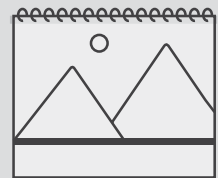
- Review the five components of the ancient Greek civilization that students have learned about: jobs, city-states, leaders, religion, and contributions. Ask students what they see in the images and what they remember about each component. Have students form five groups. Assign one column to each group, 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.

**Note:** Be sure to save the Ancient Greek Civilization Chart for future reference, as it will also be used in the Grade 2 *Stories from Mount Olympus* domain.

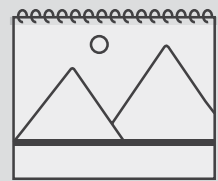
### Flip Book



### Flip Book Poster 3



### Flip Book Posters 1, 2



### Activity Page 1.1





## Venn Diagram

### Materials: Activity Page 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 compare and contrast two of the 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

## Key Vocabulary Brainstorming

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

- Give students a key domain concept or vocabulary word such as *philosophers*. Have them brainstorm everything that comes to mind when they hear the word, such as knowledge, questions, enlightenment, students, academy, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

- 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 Grove of Academe.” Who am I? (*Plato*)

- I was a great philosopher who believed in balance and whose studies in science are still used today. Who am I? (*Aristotle*)
- I was tamed by Alexander the Great when he was a young boy. What am I? (*a horse named Bucephalus*)
- I became famous for the many areas I conquered. Who am I? (*Alexander the Great*)
- We are very large animals that confronted Alexander the Great and his men in India. What are we? (*elephants*)

## **Class Book: The Ancient Greek Civilization**

### **Materials: Drawing paper, drawing tools**

- Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain. Have students brainstorm important information about the Battles of Marathon and Thermopylae, the Greek philosophers, and Alexander the Great. Have each student choose one idea to draw a picture of, and ask each to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

# Domain Assessment

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 four 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, III, and IV of the assessment address the core content targeted in *The Ancient Greek Civilization*.



## PART I

TEKS 2.6.G; TEKS 2.7.F

### Activity Page DA.1



- Read the following directions aloud:
    - I am going to ask you a yes or no question using a word you have heard in the Read-Alouds. First I will say the word, and then I will ask the yes or no question. If the answer is “yes,” circle the thumbs-up. If the answer is “no,” circle the thumbs-down. I will say each question two times. Let’s do number one together.
  - Read the word, and then read the sentence. Pause for students to record their answers.
1. **Conquest:** Was Alexander the Great taking over parts of India a conquest? (*thumbs up*)
  2. **Messenger:** If the student gave his parents a letter from his teacher, does that mean he was a messenger? (*thumbs up*)
  3. **Invader:** Was Alexander the Great a famous invader of the Persian Empire? (*thumbs up*)
  4. **Spartan:** If someone lives a Spartan life, does that mean they live a comfortable and luxurious life? (*thumbs down*)
  5. **Democracy:** Is democracy a way of ruling that gives all of the power to the king? (*thumbs down*)
  6. **Contribution:** Is silk a contribution of the ancient Greek civilization? (*thumbs down*)
  7. **Marathon:** Is a marathon a contribution from ancient Greece? (*thumbs up*)



8. **Philosopher:** Is a philosopher a person who studies life, knowledge, and truth? (*thumbs up*)
9. **Architecture:** Is the Parthenon an example of ancient Greek architecture? (*thumbs up*)
10. **City-state:** Is a city-state a large country with many towns and cities all under one government? (*thumbs down*)
  - Read the following directions aloud:
    - 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 thumbs-up. If I do not use the word correctly in my sentence, circle the thumbs-down. I will say each sentence two times.
11. **Channel:** Is a channel a large strip of land between two bodies of water? (*thumbs down*)
12. **Independently:** If you do something independently, does that mean you do it without help? (*thumbs up*)
13. **Marvelous:** If a performance is excellent, or wonderful, might you also call it marvelous? (*thumbs up*)
14. **Prefer:** If you prefer something, does that mean you don't like it at all? (*thumbs down*)
15. **Tame:** If you train a horse to obey you, does that mean you tame the horse? (*thumbs up*)



## PART II

TEKS 2.6.G; TEKS 2.7.F

- Read the following directions aloud:
  - I will read the names in a row aloud as you follow along with your finger. Then I will read a sentence about one of the people or places you have learned about related to the ancient Greek civilization. You will circle the name of the person or place I am describing.
- Read the names, and then read the sentence. You may want to read the names again after you read the sentence to remind students of their choices.
- Pause for students to record their answers.

Activity Page DA.2



1. **Athena/Zeus/Apollo:** In ancient Greek religion, I am the mythical king of all the gods and goddesses on Mount Olympus. (*Zeus*)
2. **Zeus/Hermes/Athena:** According to a Greek legend, the Greek city-state of Athens was named after me after I offered the Athenians the gift of the olive tree. (*Athena*)
3. **Aristotle/Alexander the Great/Plato:** I received my name because I conquered so many areas during my lifetime. (*Alexander the Great*)
4. **Marathon/Athens/Thermopylae:** This is a place where a runner ran many miles during a famous battle. Now there is a race named after it. (*Marathon*)



### PART III

TEKS 2.6.G; TEKS 2.7.F

#### Activity Page DA.3



- Read the following directions aloud:
    - I am going to ask you a yes or no question about things you learned in this domain. If the answer is “yes,” circle the thumbs-up. If the answer is “no,” circle the thumbs-down. I will say each question two times.
  - Read each question. Pause for students to record their answers.
1. Did the ancient Greeks believe that Mount Olympus was the home of the most powerful mythical gods and goddesses? (*thumbs up*)
  2. Were the Olympic Games a bunch of contests that ancient Greek philosophers like Plato competed in? (*thumbs down*)
  3. Were Sparta and Athens city-states in ancient Greece? (*thumbs up*)
  4. Was democracy one of Sparta’s contributions to us today? (*thumbs down*)
  5. Did Alexander the Great succeed in conquering many lands? (*thumbs up*)
  6. Are the Olympic games today exactly the same as the Olympic games held in ancient Greece? (*thumbs down*)
  7. Did the Persians win the Battle of Marathon and the Battle of Thermopylae? (*thumbs down*)
  8. Did the famous and wise philosopher Socrates believe in buying lots of stuff and being alone? (*thumbs down*)
  9. Did Alexander the Great work very hard to become strong and powerful? (*thumbs up*)

**PART IV****TEKS 2.7.B; TEKS 2.12.B**

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

- Read the following directions aloud:
    - I am going to read a question aloud two times. Write your answers in complete sentences.
  - Read each question twice. Pause for students to record their answers.
1. Choose one of the mythical Greek gods or goddesses you have learned about, and write/tell me something special about him/her.
  2. What is one contribution that the ancient Greeks gave to the rest of the world? Be sure to describe it.
  3. If you could meet one of the people you learned about, whom would you choose? Why?
  4. How were Sparta and Athens different?
  5. What was the most interesting thing you learned about the ancient Greek civilization?

Activity Page DA.4



# Culminating Activities

---

## NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Formative and Domain Assessments, 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 areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- using corresponding activities in the Language Studio

---

## ENRICHMENT

### Writing Prompts

- Students may be given an additional writing prompt such as the following:
  - Alexander the Great received this name because . . .
  - A marathon is a tribute to Pheidippides because . . .
  - If I could meet one of the great philosophers from ancient Greece, I would want to meet \_\_\_\_\_ because . . .

## You Were There: Ancient Greece

- Have students pretend that they lived back in the time of ancient Greece. They may wish to be at a dinner party with Socrates, an observer watching young Alexander riding Bucephalus, or a soldier seeing an elephant for the first time. Ask students to describe what they see and hear. For example, for the dinner party with Socrates, students may talk about speaking with political leaders, eating delicious food, or seeing famous Greek actors, etc. They may talk about hearing the stories of Socrates, or listening to people laughing and engaged in philosophical debates. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters who have conducted an interview with Socrates, and have them write a group news article describing his thoughts.

## Class Book: The Ancient Greek Civilization

### Materials: Drawing paper, drawing tools

- Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain. Have students brainstorm important information about the Battles of Marathon and Thermopylae, the Greek philosophers, and Alexander the Great. Have each student choose one idea to draw a picture of, and ask each to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## Domain-Related Trade Book or Student Choice

### Materials: Trade book

- Read a trade book to review a particular person or event. You may also choose to have students select a Read-Aloud to be heard again.

## Poetry Reading

### Materials: Activity Page CA.1

- Tell students that you are going to read a poem titled “Battle at Thermopylae.” Tell them to listen carefully to find out what information is being shared in this poem. Discuss what the following lines might mean, and help students to orally summarize the poem with a sentence summarizing each verse. Then have students use Activity Page CA.1 to write their own summary. (*The Greeks were very brave and full of honor as they fought against great odds to protect their freedom. Both armies—one small and one large—suffered losses, but in the end, only one could win.*) Allow students to share their summaries with the class.

Activity Page CA.1



## **Battle at Thermopylae**

By Mary E. Forbes

*Honor sworn to lead the way,  
Greeks who fought for another day.  
Free from Persia's army bound,  
Thermopylae is target ground.  
Fought for freedom on this day,  
both sides fall, but one will stay.  
One is small, one has might,  
who will win this freedom fight?*

## **Dinner Party**

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

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

- 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 (sports), music, art, literature, and other interesting topics the ancient Greeks would have discussed while students drink grape juice and eat grapes, raisins, figs, honey fritters, and other foods from ancient Greece.

# Teacher Resources

Grade 2	Knowledge 2
---------	-------------

**Teacher Guide**

# Teacher Resources

In this section you will find:

- Ancient Greek Civilization Chart
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart







## ANCIENT GREEK CIVILIZATION CHART



Ancient Greek Civilization Chart				
Key Components				Contributions
Jobs	Religion	City-States	Leaders	
<p>Image Card 1: farming</p> <p>Image Card 2: shepherding</p> <p>Image Card 3: seafaring</p>	<p>Image Card 4: Mount Olympus</p> <p>Image Card 5: Mythical gods and goddesses</p> <p>Image Card 6: Olympics held in honor of Zeus</p> <p>Image Card 11: the Parthenon (temple)</p>	<p>Image Card 9: Sparta</p> <p>Image Card 10: Athens</p>	<p>Image Card 13: Pericles</p> <p>Image Card 17: Alexander the Great</p>	<p>Image Card 7: Olympics</p> <p>Image Card 8: Myron's statue and Pindar's poems</p> <p>Image Card 12: Lincoln Memorial based on the Parthenon</p> <p>Image Card 14: democracy</p> <p>Image Card 15: marathon</p> <p>Image Card 16: ideas and writing of Socrates, Plato, and Aristotle</p>

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ PP.1  
DATE: \_\_\_\_\_ Activity Page

1.  

2.  

3.  

4. **A** rugged, rocky, many mountains, good for growing olives  
**B** flat, wet, good for growing many types of food

Directions: Listen to your teacher's directions to answer the questions.






Knowledge 3

5. Contribution from ancient Greece: \_\_\_\_\_  
\_\_\_\_\_

6. Mythical Greek god or goddess: \_\_\_\_\_  
Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Which city-state would you rather live in as a seven-year-old?  
Athens                      Sparta  
Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_ 8.1  
DATE: \_\_\_\_\_ Activity Page

<b>Somebody</b>		The Athenian generals
<b>Wanted</b>		wanted help from the Spartans in their battle against the attacking Persian army.
<b>But</b>		but the Spartans could not help. But other soldiers came to help from another city.
<b>So</b>		So the Greeks used all of their battle strategies on the Plain of Marathon.
<b>Then</b>		then they were able to defeat the larger and stronger Persian army.

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Knowledge 3

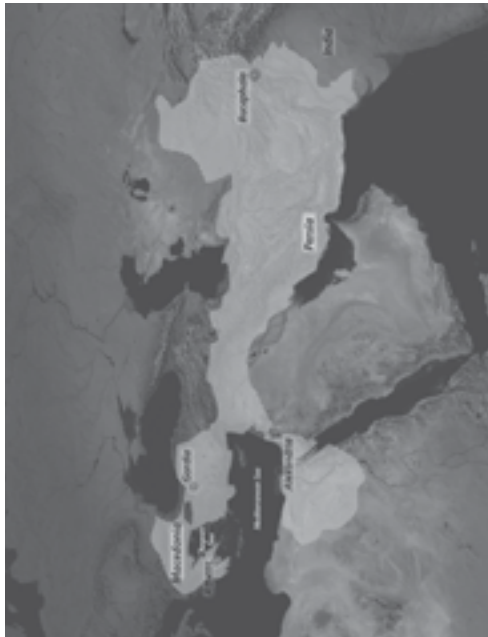
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

12.1 Activity Page

DATE: \_\_\_\_\_

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



Knowledge 3

### Alexander the Great's Empire

1. What does the shaded area stand for on the map?  
The shaded area on the map stands for Alexander the Great's empire, or places he conquered.
2. Which area of land was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered?  
The area Alexander the Great conquered is larger.

NAME: \_\_\_\_\_

DA.1 Assessment

DATE: \_\_\_\_\_

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"/>

Knowledge 3

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

NAME: \_\_\_\_\_ DA.2 **Assessment**  
 DATE: \_\_\_\_\_

1. Athena Zeus Apollo

2. Zeus Hermes Athena



3. Aristotle Alexander the Great Plato



4. Marathon Athens Thermopylae



Directions: Listen to your teacher's instructions.



Knowledge 3



NAME: \_\_\_\_\_ DA.3 **Assessment**  
 DATE: \_\_\_\_\_



1.  



2.  



3.  



4.  

5.  

6.  

7.  

8.  

9.  

Directions: Listen to your teacher's instructions.

Knowledge 3

NAME: \_\_\_\_\_ DA.4 **Assessment**  
 DATE: \_\_\_\_\_

1. Choose one of the mythical Greek gods or goddesses you have learned about, and write/tell me something special about him or her.

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

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Listen to your teacher's instructions.

Knowledge 2

3. If you could meet one of the people you learned about, whom would you choose? Why?

Name: Answers may vary. \_\_\_\_\_

Why? Answers may vary. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How were Sparta and Athens different?

Answers may vary. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What was the most interesting thing you learned about the ancient Greek civilization?

Answers may vary. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	D2: p. 7; D2: p. 11; D2: p. 13; D2: p. 20; D2: p. 24; D2: p. 48; D2: p. 52; D2: p. 54; D2: p. 64; D2: p. 68; D2: p. 93; D2: p. 97; D2: p. 115; D2: p. 122; D2: p. 148; D2: p. 152; D2: p. 154; D2: p. 163; D2: p. 166; D2: p. 177; D2: p. 180
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions ;	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	D2: p. 20; D2: p. 26; D2: p. 31
TEKS 2.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	D2: p. 64; D2: p. 76
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling.	D2: p. 20; D2: p. 26; D2: p. 31
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words;	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends;	
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations;	
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	
TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ;	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list;	
(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ;	
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words; and	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words;	D2: p. 20; D2: p. 26; D2: p. 48; D2: p. 61; D2: p. 64; D2: p. 70; D2: p. 78; D2: p. 84; D2: p. 93; D2: p. 99; D2: p. 115; D2: p. 122; D2: p. 132; D2: p. 138; D2: p. 146; D2: p. 148; D2: p. 154; D2: p. 163; D2: p. 168; D2: p. 177; D2: p. 182
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i> ; and	D2: p. 177; D2: p. 182
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	D2: p. 7; D2: p. 13; D2: p. 48; D2: p. 54; D2: p. 64; D2: p. 70; D2: p. 132; D2: p. 146
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 2.5	self-select text and read independently for a sustained period of time.	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	D2: p. 64; D2: p. 76
TEKS 2.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	D2: p. 78; D2: p. 82; D2: p. 84; D2: p. 132; D2: p. 136; D2: p. 138; D2: p. 177; D2: p. 180; D2: p. 182
TEKS 2.6.D	create mental images to deepen understanding;	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society;	D2: p. 7; D2: p. 11; D2: p. 48; D2: p. 54; D2: p. 64; D2: p. 70; D2: p. 78; D2: p. 90; D2: p. 93; D2: p. 99; D2: p. 148; D2: p. 152; D2: p. 154; D2: p. 163; D2: p. 166
TEKS 2.6.F	make inferences and use evidence to support understanding;	D2: p. 7; D2: p. 13; D2: p. 64; D2: p. 70; D2: p. 93; D2: p. 99; D2: p. 163; D2: p. 168
TEKS 2.6.G	evaluate details read to determine key ideas;	D2: p. 20; D2: p. 26; D2: p. 148; D2: p. 154; D2: p. 163; D2: p. 168; D2: p. 177; D2: p. 182; D2: 196; D2: p. 197; D2: p. 198
TEKS 2.6.H	synthesize information to create new understanding; and	D2: p. 78; D2: p. 90; D2: p. 148; D2: p. 152
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	D2: p. 132; D2: p. 138

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS 2.7.A	describe personal connections to a variety of sources;	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text;	D2: p. 48; D2: p. 61; D2: p. 64; D2: p. 70; D2: p. 76; D2: p. 78; D2: p. 90; D2: p. 93; D2: p. 106; D2: p. 115; D2: p. 120; D2: p. 199
TEKS 2.7.C	use text evidence to support an appropriate response;	
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;	D2: p. 20; D2: p. 33; D2: p. 115; D2: p. 122; D2: p. 130
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing; and	D2: p. 20; D2: p. 33; D2: p. 132; D2: p. 138
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate.	D2: p. 196; D2: p. 197; D2: p. 198

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance;	
TEKS 2.8.B	describe the main character’s (characters’) internal and external traits;	
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	D2: p. 132; D2: p. 136
TEKS 2.8.D	describe the importance of the setting.	

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales;	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems; and	
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting;	
(D) recognize characteristics and structures of informational text, including:		
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance;	
TEKS 2.9.D.ii	features and graphics to locate and gain information; and	D2: p. 177; D2: p. 189
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly;	
(E) recognize characteristics of persuasive text, including:		
TEKS 2.9.E.i	stating what the author is trying to persuade the reader to think or do; and	
TEKS 2.9.E.ii	distinguishing facts from opinion; and	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts.	
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 2.10.A	discuss the author’s purpose for writing text;	
TEKS 2.10.B	discuss how the use of text structure contributes to the author’s purpose;	
TEKS 2.10.C	discuss the author’s use of print and graphic features to achieve specific purposes;	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language;	
TEKS 2.10.E	identify the use of first or third person in a text; and	
TEKS 2.10.F	identify and explain the use of repetition.	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming;	D2: p. 115; D2: p. 130; D2: p. 148; D2: p. 161
(B) develop drafts into a focused piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and	
TEKS 2.11.B.ii	developing an idea with specific and relevant details;	
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences;	D2: p. 177; D2: p. 189



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

(D) edit drafts using standard English conventions, including:		
TEKS 2.11.D.i	complete sentences with subject-verb agreement;	
TEKS 2.11.D.ii	past, present, and future verb tense;	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns;	
TEKS 2.11.D.iv	adjectives, including articles;	
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases;	D2: p. 177; D2: p. 189
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases;	D2: p. 177; D2: p. 189
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates;	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	D2: p. 177; D2: p. 189
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	
TEKS 2.11.E	publish and share writing.	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry;	D2: p. 148; D2: p. 161; D2: p. 163; D2: p. 175
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	D2: p. 199
TEKS 2.12.C	compose correspondence such as thank you notes or letters.	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance;	D2: p. 7; D2: p. 13; D2: p. 16
TEKS 2.13.B	develop and follow a research plan with adult assistance;	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions;	D2: p. 7; D2: p. 18; D2: p. 20; D2: p. 33; D2: p. 48; D2: p. 61; D2: p. 64; D2: p. 76; D2: p. 78; D2: p. 90; D2: p. 115; D2: p. 120; D2: p. 130
TEKS 2.13.D	identify primary and secondary sources;	
TEKS 2.13.E	demonstrate understanding of information gathered;	D2: p. 7; D2: p. 18
TEKS 2.13.F	cite sources appropriately; and	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D2: p. 11; D2: p. 24; D2: p. 88; D2: p. 104
ELPS 1.F	use accessible language and learn new and essential language in the process	D2: p. 16
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	D2: p. 147

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D2: p. 11
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	D2: p. 147
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 2		Correlation—Teacher’s Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D2: p. 24, D2: p. 58, D2: p. 68, D2: p. 97, D2: p. 127, D2: p. 136, D2: p. 159, D2: p. 172, D2: p. 187
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	D2, p. 30
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	D2: p. 52
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D2: p. 16, D2: p. 145
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D2: p. 11
ELPS 3.E	share information in cooperative learning interactions	D2: p. 74
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D2: p. 127, D2: p. 152
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D2: p. 106
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D2: p. 18, D2: p. 33, D2: p. 62, D2: p. 76, D2: p. 91, D2: p. 121, D2: p. 130, D2: p. 162, D2: p. 166, D2: p. 175, D2: p. 180

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	D2: p. 18
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	D2: p. 16
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D2: p. 18, D2: p. 24, D2: p. 30, D2: p. 58, D2: p. 83, D2: p. 88, D2: p. 97, D2: p. 104, D2: p. 172, D2: p. 187
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	D2: p. 104, D2: p. 106, D2: p. 152

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	D2: p. 30, D2: p. 180
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	D2: p. 190
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D2: p. 18, D2: p. 33, D2: p. 62, D2: p. 76, D2: p. 91, D2: p. 121, D2: p. 130, D2: p. 162, D2: p. 166, D2: p. 175

## Senior Vice President and General Manager, K-8 Humanities

LaShon Ormond

### Chief Product Officer

Alexandra Walsh

### Chief Academic Officer

Susan Lambert

### Content and Editorial

Elizabeth Wade, PhD, Vice President, Editorial

Genya Devoe, Executive Director

Patricia Erno, Associate Director

Maria Oralia Martinez, Associate Director

Baria Jennings, EdD, Senior Content Developer

Sean McBride, Content and Instructional Specialist

Arysteja Szymanski, Content and Instructional Specialist

Mabel Zardus, Content and Instructional Specialist

Christina Cox, Managing Editor

### Product and Project Management

Nishi Ludwig, Vice President, Humanities

Amber Ely, Director, Product

Katherine Bazley, Associate Product Manager

Leslie Johnson, Director, Commercial Operations

Millie Triana, Operations Specialist

Melissa Cherian, Executive Director, Strategic Projects

Catherine Alexander, Associate Director, Project Management

Stephanie Melinger, Senior Project Manager

Zara Chaudhury, Project Manager

Patricia Beam Portney, Project Coordinator

Tamara Morris, Project Coordinator

### Design and Production

Tory Novikova, Senior Director, Product Design

Erin O'Donnell, Director, Product Design

Julie Kim, Senior Product Design Manager

Ian Horst, Product Design Manager

Max Reinhardsen, Product Design Manager

Tara Pajouhesh, Senior Visual Designer

### Other Contributors

Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

## Texas Contributors

### Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-  
Rodríguez

Seamus Kirst

Michelle Koral

Jorge Limón

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

### Product and Project Management

Azani Pinkney

### Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ashna Kapadia

Sarah Kanu

Jagriti Khirwar

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Jackie Pierson

Dominique Ramsey

Darby Raymond-  
Overstreet

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



**Amplify.**  
**TEXAS**

ELEMENTARY LITERACY PROGRAM  
LECTOESCRITURA EN ESPAÑOL

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Wafler  
James Walsh  
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman  
Liz Loewenstein  
Bridget Moriarty  
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

## Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

## Expert Reviewer

Lucien Ellington

## Writer

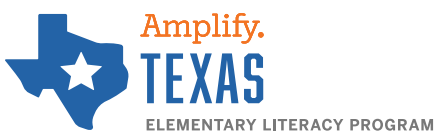
Matt Davis, Lucien Ellington, Catherine S. Whittington

## Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1A-1: Staff; 1A-2: Shutterstock; 1A-3: Shutterstock; 1A-4: Shutterstock; 1A-5 (top left): Jed Henry; 1A-5 (top right): Shari Griffiths; 1A-5 (bottom left): Scott Hammond; 1A-5 (bottom right): Dustin Mackay; 2A-1: Shutterstock; 2A-2: Kristin Kwan; 2A-3: Kristin Kwan; 2A-4: Kristin Kwan; 2A-5: Kristin Kwan; 2A-6: Kristin Kwan; 2A-7: Kristin Kwan; 2A-8: Kristin Kwan; 2A-9: Kristin Kwan; 4A-1: Shari Griffiths; 4A-2: Shari Griffiths; 4A-3: Shari Griffiths; 4A-4: Shari Griffiths; 4A-5: Shari Griffiths; 4A-6: Shutterstock; 4A-7: Shutterstock; 4A-8: Shari Griffiths; 5A-1: Jed Henry; 5A-2: Jed Henry; 5A-3: Jed Henry; 5A-4: Jed Henry; 5A-5: Jed Henry; 5A-6: Jed Henry; 5A-7: Jed Henry; 6A-1: Steve Morrison; 6A-2: Steve Morrison; 6A-3: Steve Morrison; 6A-4: Steve Morrison; 6A-5: Steve Morrison; 7A-1: Steve Morrison; 7A-2: Steve Morrison; 7A-3: Steve Morrison; 7A-4: Steve Morrison; 7A-5: Steve Morrison; 7A-6: Steve Morrison; 7A-7: Steve Morrison; 8A-1: Jed Henry; 8A-2: Jed Henry; 8A-3: Jed Henry; 8A-4: Jed Henry; 8A-5: Jed Henry; 8A-6: Jed Henry; 8A-7: Jed Henry; 8A-8: Jed Henry; 8A-9: Jed Henry; 8A-10: Jed Henry; 8A-11: Shutterstock; 9A-1: Jed Henry; 9A-2: Jed Henry; 9A-3: Jed Henry; 9A-4: Jed Henry; 9A-5: Jed Henry; 9A-6: Jed Henry; 9A-7: Jed Henry; 9A-8: Jed Henry; 9A-9: Jed Henry; 10A-1: Jed Henry; 10A-2: Jed Henry; 10A-3: Jed Henry; 10A-4: Jed Henry; 10A-5: Jed Henry; 10A-6: Jed Henry; 10A-7: Jed Henry; 10A-8: Jed Henry; 10A-9: Jed Henry; 11A-1: Jed Henry; 11A-2: Jed Henry; 11A-3: Jed Henry; 11A-4: Jed Henry; 11A-5: Jed Henry; 11A-6: Jed Henry; 11A-7: Jed Henry; 12A-1: Jed Henry; 12A-2: Jed Henry; 12A-3: Jed Henry; 12A-4: Jed Henry; 12A-5: Jed Henry; 12A-6: Jed Henry; 12A-7: Jed Henry; 12A-8: Jed Henry; 12A-9: Jed Henry; 12A-10: Jed Henry; 12A-11: Shutterstock; 1.1: Shutterstock; 2.1 (top left): Kristen Kwan; 2.1 (top right): Shutterstock; 2.1 (middle left): Jed Henry; 2.1 (middle right): Kristen Kwan; 2.1 (bottom left): David Habben; 4.1: Andy Ereksen; 7.1 (left): David Habben; 7.1 (right): Jed Henry; PP.1 (cities): Kristen Kwan; PP.1 (jobs): Kristen Kwan; PP.1 (leaders): Jed Henry; PP.1 (writing): Kristen Kwan; PP.1 (religion): David Habben; 8.1 (cities): Scott Hammond; 8.1 (jobs): Shutterstock; 8.1 (leaders): Jed Henry; 8.1 (writing): Shutterstock; 8.1 (religion): Shutterstock; DA.1: Shutterstock; DA.2: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."





**Grade 2 | Knowledge 2 | Teacher Guide**  
**The Ancient Greek Civilization**

ISBN 9781683919445



9 781683 919445