An Exploration of Ancient Greece
A Social Studies Resource Unit for K-6 Students

Elementary and Middle Social Studies Curriculum and Instruction
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An Exploration of Ancient Greece

Introduction

Ancient Greek civilizations thrived approximately 2,500 years ago from around 800-300 B.C. (MacDonald, 1997). The Ancient Greeks’ homeland was located on mainland Greece and many islands in the Mediterranean Sea, as well as, settlements along the coast of western Turkey (MacDonald, 1997). Ancient Greece continues to hold an important place in education, particularly in Social Studies curricula across the United States, because it helps students understand how the people, events and ideas of this powerful ancient civilization have impacted past and modern Western civilizations. As the first Western civilization, Ancient Greece was rich in diverse culture, competitive games and sports, organized community life, and experimental government. They were known for their artistic innovations and architectural, political, and philosophical achievements (MacDonald, 1997). Ancient Greece’s extensive legacy has helped shape other Western civilizations. Societies today are set up and modeled after the core system and organization of democracy that the Ancient Greeks created.

The areas this unit will cover are correlated with objectives of the Virginia Standards of Learning and National Council of Social Studies Standards. Ancient Greece is seen in many standards state and nationally. SOL 3.1 states that students will explain how the contributions of ancient Greece have influenced the present world in terms of architecture, government and sports. The standards also communicate that students will understand map and geography skills in SOL 3.4 by locating Ancient Greece, describing the physical and human characteristics and explaining how the people of Ancient Greece used and adapted to their environment. These standards will be emphasized and used during this unit along with other relating objectives and standards. Please see Appendix A for the complete list of standards.
**Key Ideas and Events**

The influence of the Ancient Greeks stems from a period that spanned more than 500 years. The epic poet, Homer, was likely to have lived between 850 and 750 B.C. during the beginning of the Archaic Age (Nardo, 2001). During the Archaic Age, from 800 to 500 B.C., Greece experienced the organization of its population into city-states, where the different classes were able to coexist in equality under the influence of a complex legal structure. With the rigorous colonization of the Mediterranean and Black Seas, Greece expanded its trading network and significantly increased their prosperity, literacy, and population (Nardo, 2001). Also during this period, circa 776 B.C., the first Olympic Games were held on the plains of Olympia. The Classical Age took place between 500 and 323 B.C. This Age is characterized by incredible advancement and creativity in government, literature, art, architecture, philosophy, and drama (Nardo, 2001). At the end of the Persian Wars, the Greeks accomplished an unlikely victory against a much larger Persian army and navy. This strategic win gave the Athenians in particular immense pride and the confidence to make bold advances in political, cultural, and economic fields (Nardo, 2001). The Parthenon, the great temple to the goddess Athena at the Acropolis, was constructed between 447 and 338 B.C. The Peloponnesian War between Sparta and Athens was between 431 and 404 B.C. Alexander the Great extended the Greek Empire to Northern Africa and Persia between 334 and 323 B.C. (Nardo, 2001).

By the fifth century B.C., the Greeks were tired of being ruled by tyrants and formed a democratic government. This new style of government made it difficult for any one person to have too much power (Connolly, 2001). The *ekklesia* was the assembly of citizens, which met once every nine days and needed 6,000 male citizens to attend (Connolly, 2001). During these meetings, votes were determined by a show of hands. The *archons*, or magistrates, who ruled Athens were chosen randomly by lot so that any citizen could serve as *archon* regardless of class.
Athenians had a sophisticated system of law in which the jury made the final decisions (Connolly, 2001).

The term philosopher means “lover of knowledge,” which is an accurate description of the Greek thinkers who studied subjects such as astronomy, biology, geometry, and geography (Hull, 1999). Important Greek philosophers discovered that the earth turned around the sun on its axis, and that the sun’s light reflected on the moon produced the night shine (Hull, 1999). Advances in mathematics include Archimedes’ study of lever and pulleys, and Pythagoras’ theory to find the length of the longest side of a triangle (Hull, 1999). Hippocrates made great strides in medicine by believing that sickness was caused by a problem with the body and not by the scorn of the gods (Apel, 2004b). The famous philosopher, Socrates, taught by asking questions, and urging people to think about good and evil and not to believe anything until it had been proven. His student, Plato, recorded many of Socrates’ ideas as well as his own ideas. Aristotle believed that knowledge could only come from experience and studied the physical world, including physics and living things, as well as ethics, drama, and politics (Hull, 1999).

Classical Greek architecture can be categorized as either Doric or Ionic. Doric architecture is simple and sturdy, whereas the Ionic style was lighter and more elegant with stylized capitals atop columns (Hull, 1999). The Corinthian style developed later. Development of the Acropolis remains one of the most impressive legacies of Ancient Greece. The patron goddess of Athens was Athena, to whom the Parthenon was dedicated. The interior of the Parthenon houses a monumental statue of Athena. The exterior Doric columns are actually wider at the base and narrow as they reach the top. Despite its impressive geometric design, the lack of rigidly straight lines gives the impression that the Parthenon is an organic, burdened, breathing structure (Ancient-greece.org, 2011). Fine art shifted toward themes glorifying the human form.
Sculptures of people were crafted with close attention to detail (Hull, 1999). Figures were often depicted in action poses to show off the artists’ understanding of human anatomy and skill (Hull, 1999). They did not shy away from depicting ugly emotions and old, wrinkled people, because these characteristics are part of the human experience (Hull, 1999). The theater as we know it today was created in Athens just before and during the Classic Age (Nardo, 2001). Tragedies and comedies were the primary genres, and male actors used costumes and scenery to set the stage (Nardo, 2001).

Greece was a heavily agrarian society. They grew barley, which needed less water during the dry summer (Apel, 2004a). Olives and grapes were also important crops, and could be used in a variety of ways. Olives could be eaten raw, pressed into olive oil, and used as a base for perfumes and soaps. Grapes made wine and could also be used in soaps and perfumes (Apel, 2004a). These products and others were often sold at marketplaces, or agoras. The Greeks also mined for gold, silver, iron ore, lead ore, and copper. These precious metals were used to make useful items, for trade, and for making coins (Apel, 2004a). Pottery ware was a major industry created by artisans, and often beautifully painted (Apel, 2004a). The Greeks were very involved in foreign and domestic trade, each city-state trading products and natural resources with one another as well as trading with neighboring civilizations for goods such as beef from Italy, grain from the coasts of the Black Sea, incense from Syria, and leather from North Africa (Apel, 2004a). There was so much trading between empires and the islands that the shipbuilding industry played a major role in the economy.

Athens and Sparta were the two most powerful city-states in Ancient Greece. The Spartans lived in southern Greece and had an exceptionally powerful army, and the Athenians had a great naval fleet. Together, they defeated the Persians and forced them out of Athens
(Connolly, 2001). Athens eventually had to rebuild its temples and defenses. The new gate into Athens was strengthened with towers every so often, and the walls were two and half meters thick (2001). *Trireme* were light, thin battleships that were easily maneuvered. They were powered by three levels of rowers and moved swiftly (Rice, 2010).

*Men, Women, Youth and Children*

In ancient Greece, men held all the power. They conducted all the business and held positions in government. Men had to join the army during war, but many men were also farmers. Men either wore an exomis, which was a woolen tunic “draped over one shoulder” or a chiton, and they usually wore their hair short and grew a beard (Ross, 1999, p. 24). Personal hygiene was important to the Greeks, and men often bathed the hour before dinnertime in public baths (Ross, 1999). It was also important to stay fit. “The ancient Greeks admired and respected people with physical strength, so visits to the gymnasion were as much about boosting their social standing as making themselves attractive” (Ross, 1999, p. 28).

The Olympic Games were very important in ancient Greek life, and only men were allowed to participate. The games were held every four years, and they lasted for five days. Some events included the discus throw, chariot races, and field sports. “The Ancient Greeks believed that sports were an important way of honoring the gods” (Hynson, 2009, p. 24). They also promoted good relations between the people of different city-states as they all cheered for their youth competing in different physical tests (Olympic.org, 2009).

There were various famous men in ancient Greece. Homer wrote “the two classic works of literature the *Iliad* and the *Odyssey*, and “Homer gave his countrymen an expected model of behavior, a handbook of values” (Civilization.ca, 2009). Hippocrates is considered the “Greek Father of Medicine” and made great advances in medicine. (Civilization.ca, 2009).
Women in ancient Greece had little to no power in society. They were expected to stay at home and tend to the housework. However, Spartan women had more status than Athenian women. Spartan women were able to own land and control the family budget. Men treated their women as inferiors who were only useful for bearing children. Women were married as young as 13, and their fathers often selected their husbands.

Women in Athens usually stayed inside the house because it was considered improper for a woman to be seen in public places. Spartan women were not confined to their homes, and were encouraged to take part in sport. (A healthy woman meant a healthy child.) At home, women were able to weave, and poorer women sold their cloths in the agora. Women usually wore chitons, which were “made of two matching rectangles of cloth, fastened at the shoulders or along the arms by pins or jeweled clips” (Macdonald, 1999, p. 16). These garments were long and inappropriate for active work. Women grew their hair long as a sign of femininity, and wore it tied back with headbands (Macdonald, 1999).

One of the most powerful women in Ancient Greece was Aspasia (440 B.C). “She lived with a statesman called Perikles and is thought to have written some of his speeches” (Hynson, 2009, p. 11). Another famous woman was Sappho (650 B.C). She was a poet and influenced many significant Greek thinkers and writers (Hynson, 2009).

Babies born into Greek families may not have lived long after birth. Fathers decided whether the family would keep the child, and if not, the child was left in a public place. If the baby was not taken by another family, the baby would die. This particularly applied to sick babies. Unfortunately, daughters were not as desired as sons because daughters were not able to defend the country or carry on the family name. Posidippus, a poet, commented that, “Everybody
will want to raise a son, even if they are poor. But they won’t bother about a daughter, even if they are rich” (Macdonald, 1999, p.14).

Boys and girls stayed at home until about they were six or seven years old, which is when boys began school. Boys from wealthy families were able to get an education. Spartan boys were sent to army barracks at the age of seven to learn military drill and had little formal practice in reading and writing. Girls typically learned household skills, and wealthier girls were also able to learn reading and writing or a musical instrument.

Slavery was indeed present in Ancient Greece. Most families owned their own slaves, and the state owned slaves, too (Ross, 1999). Children could be sold into slavery if their families were poor, but usually slaves were prisoners of war (Hynson, 2009). Male slaves did heavy work, and female and child slaves worked in the house (Hynson, 2009).

Religion was important in the everyday lives of Greeks. They believed in many gods and goddesses, and that these deities were interested in their daily lives. Homes usually had small altars where families and their slaves would worship (Hynson, 2009). Gods and goddesses had their own individual festivals at which worshippers would participate in ceremonies at their temples (Hynson, 2009). For example, the main temple dedicated to Athena was the Parthenon, at Delphi, which is where followers worshipped Athena (Hynson, 2009).

Closing and Legacy

While the Ancient Greeks are long-gone, their legacy remains with us today. No other Western civilization has made as much progress in as little time as the Ancient Greeks. Since the Classical Age, a plethora of the ideas and innovations instituted by the Ancient Greeks have been applied and evolved to successive cultures in the Western world. For instance, the ancient Olympic games united the many conflicting city-states for the common cause of the enjoyment
of sport. Now, since the Olympic games were reinstituted in the nineteenth century, the games similarly promote global awareness, cooperation, and healthy competition. Many of today’s most successful governments are based on the ideals of democracy conceived of in Ancient Greece. Every time we exercise in a public gym, attend the theater, go to the voting polls, read a novel, essay, biography, or literary critique, contemplate atoms, and use logic to attempt to solve problems, we do things that the Greeks invented over two thousand years ago (Nardo, 2001). At the heart of modern civilizations is the belief that all humans possess dignity and worth. The Greeks first glorified the human form in their art and were the first to fully believe that the worth of the individual was a natural condition (Nardo, 2001).
Map and Globe Skills Lesson Plan 1: Maps of Ancient Greece

Audience; Teacher: Grade 3, whole group, 24 students; Ericca Dent

Time allowed: 1 hour

Standards of Learning:
Virginia Social Studies Standards of Learning

3. 4 The student will develop map skills by
  a) locating Greece, Rome, and West Africa;

3.5 The student will develop map skills by
  a) positioning and labeling the seven continents and five oceans to create a world map;
  e) locating specific places, using a simple letter-number grid system.

Materials/Time/Space: Document camera; Projector; Google Earth Map of Greece; individual globes; World Map (for doc cam); World Map handout; Map of Europe Handout (retrieved at http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf). Greece map handout; Parthenon picture handout; art supplies; photograph of the Parthenon. One hour, Average elementary class size.

Lesson Description:
Anticipatory Set: Present the class with a map of Greece and tell them that we will virtually travel to Greece. Provide information about Greece. Explain that we will be using maps to locate Europe, Greece, and the Parthenon.

Objectives/Purpose
1. Given a world map, students will be able to locate Greece and identify which continent it is on.
2. Given a map of Greece, students will be able to identify one architectural feature (The Parthenon).

Input/modeling: Open Google Earth on the computer and ask the students on which what continent Greece is located (Europe). Find Europe on Google Earth and “search” for Greece. After Greece is located, zoom in until only Greece is in the view finder. Explain to students that they can zoom in to locate architectural features. Tell the students that they will be locating the Parthenon. Provide information about the Parthenon. Let the students know that the Parthenon is located in Athens. Zoom in on the Parthenon and show the students how it looks on Google Earth and an actual picture.

Checking for Understanding: Students will then break into groups. Each group will have to locate Greece on a globe. Walk around to see if students have correctly identified Greece. Point groups in the right direction if they are unable to find Greece on the globe.

Guided Practice: Give each student a map of all seven continents. Have students brainstorm in their groups a title for their maps. Have each group report their suggestions and list them on the
board. Ask each group why their title works for their map. When the students have titled their map, ask the class if anyone can draw a compass rose. Choose a student to come and draw a compass rose on the board. Ask the class if what the student drew is an accurate compass (includes all directions in the correct place). When the title and compass rose have been added, students will point out Greece on their world map and then the United States. Students will determine which direction they would travel to reach Greece (North, South, East, West). Students will then be given a map of Europe. Ask the students to locate Greece. Show a labeled map on the document camera. Ask the students which body of water is to the East of Greece (Aegean Sea).

**Independent Practice:** Present the students with the Greece map handout. Show the students where Athens is located. The students will color Greece. Then present the students with the Parthenon handout and have students cut out the picture and glue it in its proper location in Athens.

**Closure:** As the students are finishing their maps, review on which continent Greece is located, and in which city the Parthenon is located. Explain that maps are a great way to locate places in the world.

**Evaluation:**

**Summative:** Observe each group to see if they correctly pointed out Greece on the globe. Listen to see if students know which direction Greece is in relation to the United States.

**Formative:** Collect the Greece worksheet to see if students correctly placed the Parthenon in Athens. Multiple choice question.

**Background/Content:** Greece is located on the continent of Europe. As the first Western civilization, ancient Greece was rich in diverse culture, competitive games and sports, organized community life, and experimental government. Ancient Greece continues to hold an important place in education, particularly in Social Studies curricula across the United States, because it helps students understand how the people, events and ideas of this powerful ancient civilization have impacted past and modern Western civilizations.

*Parthenon:* the great temple to the goddess Athena at the Acropolis. It was constructed between 447 and 338 B.C. “It was decorated with beautiful sculptures which represent the greatest achievement of Greek artists” (Ancientgreece.co.uk, 2011).

**Lesson # 1 Multiple Choice Question:**

1. One which continent is Greece located?
   a.) Africa
   b.) Europe
   c.) Asia
   d.) North America
Resources

http://www.ancientgreece.co.uk/acropolis/home_set.html


http://www.freekidscoloring.com/the_parthenon-28785.php


http://www.worldatlas.com/webimage/countrys/europe/outline/grout.htm
The Parthenon
Greece
Culture: Critical Thinking and Artistic Creation Lesson 2: Ancient Greek Theater Masks
Preparer: Katie Danner

Context: Primary (Grades K-3, preferably grade 3)
Time: 3 class periods; each class period 1 hour
Space: whole group (24-30 students)

Standards/Objectives:

Visual Arts Virginia Standards of Learning
3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.

World History & Geography to 1500 Virginia Standards of Learning
WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle

Theater Arts 1: Introduction to the Theater Virginia Standards of Learning
TI.8 The student will reflect on life in historical times, places, and cultures by
1.) researching and applying cultural and historical information to artistic choices

Objectives:
1. Given images of ancient artifacts and background information about ancient Greek theater, students will create their own theater masks based on the style of the ancient Greek theater masks.
2. Given the conceptual background of ancient Greek comedies and tragedies, students will be prepared to write their own mini dialogues with a partner and deliver their dramatizations to the class while wearing their masks.

Resources: Note to parents/guardians about materials needed (wear messy clothes, bring 1-gallon milk jug the day before the lesson, old newspaper); 2-3 parent volunteers; extra “messy shirts” for the kids; extra milk jugs; digital camera; 3 rolls aluminum foil; old plastic tablecloths; several additional stacks of old newspaper; 15 plastic containers (yogurt) for paste; water and flour paste mixture (make the night before: boil 1 part flour to 5 parts water and a little salt for several minutes, then cool in plastic container); 30 Sharpies; 120 sheets white computer paper; paint; brushes; feathers; glue; yarn; scissors; glitter

Content and Instructional Strategies:

**Introduction**: The lesson begins with a brief discussion about plays the students have been to or plays that they have been in. “What did you notice about, or like about, the actors’ and actresses’ costumes?” (reflective).

**Content Focus**: Project the *Masks in Greece and Rome* image (Gough, 2010). Actual masks were made of light, organic materials. “What observations can you make about these representations of ancient Greek theater masks?” (objective). “How might you feel wearing a mask like these?” (reflective). “Why are the features so exaggerated?” (interpretive). “What kinds of characters do you think these masks portray?” (objective). Direct attention to the use of hair directly on the masks. “Why do you think the performers were all male?” (interpretive).

We are going to make our own theater masks now! Show the class a model that the teacher and possibly another student made. Model the process for making the mask, following the Paper Mache instructions. The students may put on “messy clothes” and tear the newspaper into strips while the teacher and parent helpers distribute the cut milk jugs. Each student must write their name on the back of their masks! They may use the projected images of representations of ancient Greek masks for inspiration.

**Next day**: Show the video of a singer from the top row of the Epidaurus Amphitheater (http://www.youtube.com/watch?v=SHK4GQidJI&NR=1 ). “How would you have to decorate your mask so that the audience on the top row could see you?” (decisional). “How has the design of this amphitheater influenced theaters today?” (decisional). Introduce ancient Greek playwrights (such as Sophocles, Euripides, and Aristophanes) and their two invented genres: tragedies and comedies. “How are the stories in plays similar to books? Different?” (objective). The masks have dried. Use the strips of white computer paper to apply the top layer of the mask. Put aside the masks to dry before decorating the following day.

**Closure**: **Third day**: Students have time to decorate their masks. The teacher introduces the final part of the Greek Theater experience: a partner dialogue presentation. In this next lesson, the students will write either tragic or comedic dialogues in pairs and present them, using their masks and togas, to the class. Distribute the multiple-choice question card at the end of class.
Assessment:

**Formative:** Assess students’ attitudes towards their masks. Assess how students cooperate with one another. Assess the ability of students to manipulate the materials age-appropriately.

**Summative:** Assess the students’ understanding of Ancient Greek theater with a multiple-choice question.

**Background Information:** The masks worn by ancient Greek actors were made of organic materials (leather, linen, wood, cork), so we only have carvings and paintings as evidence. The theaters were very large with great *acoustics* (design to enhance sound); therefore, masks’ facial features and expressions had to be exaggerated, and costumes had to be bright. Masks were clearly male or female, young or old, silly or evil. One person could play two or more roles with the use of masks. Men played male *and* female roles, because most Greeks considered it improper for women to display any show of emotion in public. Tragedies were serious plays about human nature and people’s relationship with the gods, whereas comedies were humorous and had happy endings.

**Key Concepts:**
Ancient Greek theater masks: Used by men and had exaggerated features for huge theaters.
Greek amphitheaters: Theaters held up to 14,000 spectators; great acoustics.
Greek plays: Comedic or tragic themes, written with plots like stories in books.
**How to Paper Mache:**

Draw eye and mouth shapes with Sharpie onto the jug. The teacher and parent helpers will cut the out the shapes for the students. You can then build noses or facial features with aluminum foil. Lay gluey strips of newspaper (1-inch-wide, 6-8-inch-long) across the mask horizontally, slightly overlapping, and wrap the strips around the eye and mouth holes so that half of the strip is on the outside and half is on the inside to create a smooth edge. Dry for 24 hours between layers.

**Multiple-Choice Problem:**

Which statement is NOT true about ancient Greek theater masks?

a) Theater masks were highly expressive.
   b) Theater masks were used for tragedies and comedies.
   **c) Theater masks were worn by men and women.**
   d) Theater masks were made from organic materials.
Masks in Greece and Rome
Lesson #3: Ancient Greece-Pheidippides
Biography/Civic Engagement
Prepared by: Mary Carter Jacocks

INTENDED AUDIENCE: Upper Elementary- 4th grade

STANDARDS:
Social Studies: (review)
3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
Language:
4.2 The student will make and listen to oral presentations and reports.
   a) Use subject-related information and vocabulary.
   b) Listen to and record information.
   c) Organize information for clarity.
4.7 The student will write effective narratives, poems, and explanations.
   a) Focus on one aspect of a topic.
   b) Develop a plan for writing.

BEHAVIORAL OBJECTIVES/PURPOSE: 1) Using a web diagram graphic organizer, students will take notes during the read aloud about Pheidippides. 2) After instructional input about the story of Pheidippides, students will collaborate in groups to create a play about Pheidippides’ journey and contributions to Ancient Greece.

RESOURCES/SPACE/TIME: The First Marathon: The Legend of Pheidippides by: Susan Reynolds, Illustrations by Daniel Minter, document camera, sample student web diagram graphic organizer, 25 blank graphic organizers, whole class (~25 students), space for individual student work, art supplies for props, space for small group work; one hour

INTRODUCTION: Begin the class by handing out a blank web diagram graphic organizer to each student. Then, tell the students to take notes about the main character while you read a story together. Show the book, The First Marathon to the class and explain that the main character of the story is Pheidippides. Tell the students he grew up in Athens and ask the students to share some facts they remember about Ancient Greece from previous years. Once some students have responded, explain that they will be learning about Pheidippides and what he did for Ancient Greece. Begin reading the book to the class on the document camera.

CONTENT FOCUS: During the read aloud, ask the students questions to make sure they are engaged and following along with the story. After the read aloud, give the students a few minutes to finish writing in their web diagram. Have some students share important facts they wrote down about Pheidippides and his contributions with the whole class. While students are sharing, the teacher will write the answers into a blank web diagram on the document camera. Then, have students get into groups of five and find an area in the classroom to work. Explain that their next task is to create their own play that portrays the story of Pheidippides and his contributions to Athens. Tell students that they may use any props they create from materials in the classroom.
and they have 15 minutes to write the play. Be sure to emphasize that the students should use their graphic organizers to help them create the play. Walk around the classroom and monitor the groups of students while they prepare their play.

CLOSURE: Have each group of students perform their play for the class. Have the students in the audience give the performers feedback by sharing a comment about what they liked or learned from each play.

ASSESSMENT:
Formative: Observe students’ participation during class discussion of the read-aloud book and their participation in creating the play. Observe students’ performance and audience feedback during each play.
Summative: Students’ web diagram graphic organizers should be collected and be assessed for proper writing, facts about The First Marathon and Pheidippides. Students’ play script should be collected and assessed for the key characteristics about Pheidippides and his contributions to Ancient Greece and the world today.

MULTIPLE CHOICE QUESTION:
1. Who was Pheidippides and what did he do for Athens?
   a. He was a farmer that grew many crops.
   b. He was an artist that made beautiful poetry.
   c. He was a Greek god of war.
   d. He was a herald that ran to Sparta to get help.

BACKGROUND INFORMATION/CONTENT: Pheidippides was an Athenian that lived approximately twenty-five hundred years ago in Athens. Pheidippides was brave, honorable and loved to run. He would run through the hills and rocky mountains of Athens as a young boy. He was very fast and won many races in Athens. It was common for young men in major cities such as Athens to join the army. Pheidippides joined the Athenian army and was a herald for the generals. They army often had to march places as a way of transportation. In 490 B.C. the Persians, a mighty empire east of Greece invaded Greece and landed in Marathon. Marathon, near the Aegean Sea was a level ground where the Persian cavalry could fight best. Athenian generals sent Pheidippides to run to Sparta as fast as possible he can to ask for help. Athens and Sparta are approximately 140 miles apart. The Spartans said that they would help after the moon was full because of their religious laws. Pheidippides then had to run back 140 miles with the disappointing news for the Athenians. Pheidippides returned to Marathon in time to fight in the battle. The Athenians surprisingly beat the Persians killing almost sixty-four hundred Persians and only losing less than two hundred of their own men. Pheidippides was then ordered to run to Athens to bring the news of victory. In one week he had to run almost 300 miles. When Pheidippides reached Athens from Marathon, he told the people of the victory and died. He is remembered today as many people participate in marathons, which was named for his run from the battle of Marathon to Athens.

KEY CONCEPTS/TERMS:
Marathon: It is near the Aegean Sea and level ground where the Persians invaded.
Athens: Pheidippides was from here. It is 140 miles from Athens to Sparta.
Sparta: Sparta had one of the fiercest armies in all of Greece. Pheidippides ran here to get help for the Athenian army.

Khirete! Nikomen!: Pheidippides shouted this when he reached the city of Athens. It is Greek for “Rejoice! We have won!”

Herald: a soldier that ran and delivered messages for the generals. These runners were used instead of riders on horseback when the route was too rocky for horses to traverse.

Resources:
Link to the Read-Aloud Book: http://www.amazon.com/First-Marathon-Legend-Pheidippides/dp/0807508675/ref=sr_1_1?ie=UTF8&qid=1319755176&sr=8-1
An Example Template of Students Web Diagram after the Read-Aloud
Lesson Plan #4- Inquiry
Prepared by Katie Danner, Ericca Dent and Mary Carter Jacocks
Ancient Greece

Attention! Attention! Read All About it! The Olympic Games

Context: 6th grade; Mary Carter Jacocks, Katie Danner, and Ericca Dent; 2 hours (2 1 hour class periods); whole group; 25 students.

Standards/Objectives:
National Historical Thinking Standard 4:
The student conducts historical research:
Therefore, the student is able to
- Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

Objectives:
1. After observing the photographs from the Olympic games in Ancient Greece, the students will discuss in depth the similarities and differences they find between the variety of games.
2. Given an assigned Olympic sport, the students will conduct research in groups.
3. After researching the sport, the students will create a newspaper article with their findings and share it with the class.

Resources:
*Prior to the lesson, the teacher will download template onto the students’ computers.

Content and Instructional Strategies:
Introduction
Students will examine photographs of artistic depictions of ancient Greek Olympic games and discuss with one another what games are being played.
The teacher will prompt the students to discuss the similarities and differences of how these sports are played today and how they were played in ancient Greece.

Content Focus
Students will form groups of three and research an assigned ancient Olympic sport over multiple class periods. A representative from each group will randomly choose a slip of paper from a bag with the name of a sport on it. The possible sports are boxing, chariot racing, riding, pankration/pancratium, pentathalon (discus, javelin, jump, running, and wrestling), as well as singular running and wrestling events. Students will record their research findings on their Student Research Guide as they conduct research on their specific sport. Students will identify the rules of the sports, who could participate, and whether or not we still play each sport today. If the sport is played today, students will identify the similarities and differences. Students will also include a question they would like to ask an ancient Greek Olympian, and any other questions they wish to find answers to. Once the information is gathered, the students will create a newspaper article about the sport they researched. The students will use their understanding of good journalism and use the sentence starters, “Who, What, When, Where, Why, and How.” Students will then submit (electronically) their article to the teacher. The teacher will compile the articles into one document and provide each student with a complete copy of the newspaper. The students will use their classroom newspaper compilation and Student Research Guide to study for the essay at the end of the unit.

Closure
Students will present their newspaper article to the class and share what they learned about the specific Olympic sport they were assigned to research.

Assessment:
Formative: Students will complete the newspaper article assignment individually and in a timely, thoughtful manner.
Summative: Students’ research guide worksheets will be collected. Students will respond to the essay question using in-depth details about ancient Greek Olympic sports and by making personal connections to a sport they find particularly interesting.

Content/Background Information
The Olympic games were first recorded in 776 B.C. They took place every four years until they were banned in 393 A.D. The games began as a purely religious event before they grew into a festival that all Greeks came to watch. The crowd of about 20,000 spectators was
entirely male. Women were forbidden to participate or watch. The games usually began with a chariot or horse race that consisted of twelve laps. The athletes trained for about a year, and the judges were also trained. The judges used a cane or a whip to punish those athletes who were caught cheating.

Some events included long jumping, boxing, wrestling, javelin throwing, and short and middle distance races. All sports (except the opening chariot or horse race) were played without clothes. The best performers participated in the ‘pentathalon,’ which means five contests, and the toughest performers participated in the ‘pancratium,’ which means all strengths, a violent cross between boxing and wrestling.

Resources


Essay Question: (7 points)
After researching Ancient Greek Olympic sports, creating newspaper articles and sharing them with the class, you learned about many different sports during this time period. Discuss three sports you learned about (3 points) and 2 important characteristics of each sport (2 points). Then, write about which sport you would like to play if you were a competitor in the ancient Olympics (1 point). Why would you choose that sport? (1 point)

Rubric: Attention! Attention! Read All About it! The Olympic Games

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<td>Research (6 points)</td>
<td>Consulted 4+ sources; Student completed the Research Guide fully with in-depth explanations and additional facts. Student worked efficiently and productively in a small group.</td>
<td>Consulted 2-3 sources; Student completed the Research Guide fully and included explanations. Student worked effectively in a small group to accomplish the required research.</td>
<td>Consulted 0-1 sources; Student did not complete the Research Guide in the given time constraints. Student did not work effectively in a small group.</td>
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<tr>
<td>Article (9 points)</td>
<td>Student addressed all of the Who, What, When, Where, Why and How questions, as well as addressed additional information about the assigned sport. The article is written with an engaging voice and clearly organized structure.</td>
<td>Student addressed 4-5 of the Who, What, When, Where, Why and How questions. Student wrote the article on the assigned sport. The article is written clearly.</td>
<td>Student addressed 3-0 of the Who, What, When, Where, Why, and How questions. Student wrote article on an unassigned sport. Student’s writing is unclear and unorganized, or student failed to complete the article.</td>
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Student Research Guide

Name: _______________________________

Group Members: ________________________________________________

Ancient Olympic Sport: ________________________________

Rules of the sport:
1. ______________________________________________________
   __________________________________________________________

2. ________________________________________________________
   __________________________________________________________

3. ________________________________________________________
   __________________________________________________________

4. ________________________________________________________
   __________________________________________________________

Who could participate?
___________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Do we still play this sport today?
___________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

What would you like to ask an ancient Greek Olympian?
___________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

What other interesting things did you learn from your research?
___________________________________________________________
_____________________________________________________________
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_____________________________________________________________

Additional questions based on your search:
___________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Sources Consulted:
___________________________________________________________
_____________________________________________________________
_____________________________________________________________

Time Devoted to Today’s Research: ___________________________

Your Hypothesis: ____________________________________________
Name:  Katie
Group Members:  Mary Carter and Ericca

Ancient Olympic Sport:  Chariot Racing

Rules of the sport:
1. Each team of participants got one chariot and would race against other teams.
2. There were 2-4 horses per chariot.
3. The course was 12 laps around the hippodrome track, or 9 miles.
4. Unlike the other Olympic events, charioteers did not perform in the nude, probably for safety reasons because of the dust kicked up by the horses and chariots, and the likelihood of bloody crashes.

Who could participate?
Adults; only the wealthy could afford to purchase and maintain the chariot and horses.

Do we still play this sport today?
The sport is not in the Olympics anymore. There is a community of history and equestrian buffs who think chariot racing should be brought back; Luiz Augusto Alves de Oliveira from Brazil built his own hippodrome and hosts chariot races at his sugar cane farm. The movie “Ben-Hur” brought the sport back into favor with some people; a series of five Ben-Hur reenactments in France recently brought 300,000 spectators...people still find chariot racing exciting.

What would you like to ask an ancient Greek Olympian?
_ How old were you when you learned how to play your sport?

What other interesting things did you learn from your research?
Many people would get killed during this event because it was very dangerous having so many horses on the track.

Sources Consulted:
_http://projects.cbe.ab.ca/glendale/showcase/utopia/olympics.html_
Additional Questions Based on Your Search:
How did participants sign up to participate in the games? Or did they just show up on game day?

Time Devoted to Today’s Research: Day 1: 30 minutes  Day 2: 30 minutes

Your Hypothesis: Since athletes trained a year in advance, sign-ups occurred before the games began.
Extra! Extra! Chariot Racing Takes Over Athens!

by: Katie, Ericca, Mary Carter

After four long years of waiting, Greeks from all over have gathered once again in Athens to participate in and view the Olympic games. The Olympic games began in 776 B.C. as a religious festival, and have become a tradition every four years. This year marks the 20th season of the Olympic games!

Each team of participants gets one chariot and races against the other teams. Each chariot has between two and four horses and a clothed charioteer steering the horses. Each team must complete 12 laps around the hippodrome track, which totals nine miles. Participants must take caution and beware of the clouds of dust that can block their view. The races are also very dangerous because there are so many horses on the track during a single race, and the chariots can get tangled up with one another and result in big crashes.

The chariot races are usually limited to wealthy male charioteers, because the maintenance of the chariots and horses is very expensive and time-consuming. However, spectators from every social class gather to enjoy the races. It can be expected that chariot racing will be a popular sport for a very long time.

*Note: In the twenty-first century B.C.E., chariot races are no longer considered a significant competitive sport and is not part of the modern Olympic games. It is mostly an out-dated memory of Antiquity. However, there is a group of people who still consider chariot racing a worthwhile world sport. Luiz Augusto Alves de Oliveira, a Bolivian sugar cane farmer, built his own hippodrome and hosts chariot races at his sugar cane farm. The 1959 movie Ben-Hur brought the sport back into favor with some people. A series of five Ben-Hur reenactments in France recently brought 300,000 spectators together. This serves as testimony to the thrill that chariot racing can incite in even people of the modern, digital world.
Artifact #1: Visual Artifact

Ancient Greek Armor
Prepared by: Mary Carter Jacocks

(Activities should be preceded by a lesson on ancient Greek military and warfare)

Background Information:
Greek city-states were often at war with each other. Sometimes they formed alliances with each other to defend their homeland against foreign enemies. All of the men in the Greek city-states were supposed to join the military when they were eighteen and serve for at least two years. When the men joined the military they were called “ephebes” which means, trainee. Most battles were fought on foot but some officers rode war-chariots and some city-states had horses. The war tactic the used was called “phalanx,” which means shoulder to shoulder. The soldiers would march shoulder to shoulder towards the enemy they were attacking and present a wall of bronze shields. The first way they attacked was by hurling bronze-tipped long spears. Then they slashed and stabbed the enemy with short iron swords. The Greeks and Persians were neighbors but fierce enemies. The Persians invaded Greece and they fought in a battle in 490 BC and then again in 480 BC. Interestingly, warriors that wanted to thank the gods for surviving a bloody battle would hang their armor in a tree near the battlefield.

Student Activities: Primary

Whole Group: The students will discuss and look at pictures (provided below) of what an ancient Greek warrior looked like and wore to battle. The teacher will present a physical metal representation and the class will discuss as a whole group what it would feel like to wear this and what type of weapons Greek warriors carried. With the students, the teacher will create a list on the overhead projector describing characteristics of a Greek warrior.

Small Group: The students, in small groups of five, will come to the teachers station where he/she will have the large piece of bronze metal that depicts the type of armor ancient Greeks wore. Students will take turns feeling the metal, holding it and striking it with a rubber mallet and rock to feel the texture. Once a group has met with the teacher they will write three observations about the metal as a group. While small groups wait for their turn with the visual metal artifact, they will look at images of ancient Greek warriors (provided below, on a separate sheet) to prepare them for their individual assignment.

Individual: After discussing in whole group and feeling the metal piece in small group, students will draw their own version/picture of what they think an ancient Greek warrior looked like as he was going off to battle. The students will then reflect and write a paragraph about what it would be like to be in the military in ancient Greece. When completed students will share and describe their Greek warrior picture and reflection to a partner.

References:
Artifact #1 Primary Assessment

1. What was ancient Greek armor made from?
   a. Silver
   b. Wood
   c. Plastic
   d. Bronze
   e. Gold

2. Which of the following did the ancient Greek warriors wear and carry?
   a. A helmet
   b. A long spear
   c. A shield
   d. A short sword
   e. All of the above
Pictures of Ancient Greek Warriors: Whole and Small Group Instruction
Sources:
Artifact # 2: Published Document

Ancient Greek Poetry
Prepared by: Ericca Dent

(Activities should be preceded by a lesson on Ancient Greek literature)

Background Information:
Sappho was born in 615B.C on the Greek island of Lesbos. In her adult life, she was in charge of a school for young women, and she was considered a dedicated teacher and poet. “Her poems were first collected into nine volumes around the third century B.C., but her work was lost almost entirely for many years.” Only one of her poems survived completely intact while quotations from others were found in the works of other authors, and on unearthed papyri in 1898. There is speculation as to whether or not Sappho “invented or nearly refined the meter of her day.” However, she is still considered one of the greatest lyric poets.

Student Activities: Secondary
Whole Group: The teacher will read the poem *A Hymn to Venus* by Sappho to the whole group. The teacher will lead the class in a discussion of what the poem means. The teacher will ask the class why they think Sappho seemed angry at the end of the poem. The teacher will record the students’ responses on the board.
Small Group: Students will be given a copy of the full poem, and in groups of three (or four depending on the size of the class), students will focus on one stanza of the poem. They will read the stanza and discuss what their stanza means. The small groups will refer back to the poem handout to make sure their stanza makes sense in the context of the entire poem.
Individual: After discussing the small group stanzas, students will be able to create their own poem collage about love (Venus being the goddess associated with love). Students will create their own poem about something they love (family member or thing). After they have created their poem, magazines will be provided for students to create a collage that will help describe their poem. When the students have completed their work, they will have the opportunity to share their work with the class.

References:
1. Where was Sappho born?
   a. Athens
   b. Lesbos
   c. Olympia
   d. Thebes

2. What is A Hymn to Venus primarily about?"
   a. The beauty of the third planet from the Sun
   b. The agony of love
   c. A fight between Sappho and Venus
   d. The history of Ancient Greece

A Hymn to Venus
O Venus, beauty of the skies,
To whom a thousand temples rise,
Gaily false in gentle smiles,
Full of love-perplexing wiles;
O goddess, from my heart remove
The wasting cares and pains of love.

If ever thou hast kindly heard
A song in soft distress preferred,
Propitious to my tuneful vow,
A gentle goddess, hear me now.
Descend, thou bright immortal guest,
In all thy radiant charms confessed.

Thou once didst leave almighty Jove
And all the golden roofs above:
The car thy wanton sparrows drew,
Hovering in air they lightly flew;
As to my bower they winged their way
I saw their quivering pinions play.

The birds dismissed (while you remain)
Bore back their empty car again:
Then you, with looks divinely mild,
In every heavenly feature smiled,
And asked what new complaints I made,
And why I called you to my aid?

What frenzy in my bosom raged,
And by what cure to be assuaged?
What gentle youth I would allure,
Whom in my artful toils secure?
Who does thy tender heart subdue,
Tell me, my Sappho, tell me who?

Though now he shuns thy longing arms,
He soon shall court thy slighted charms;
Though now thy offerings he despise,
He soon to thee shall sacrifice;
Though now he freezes, he soon shall burn,
And be thy victim in his turn.

Celestial visitant, once more
Thy needful presence I implore.
In pity come, and ease my grief,
Bring my distempered soul relief,
Favour thy suppliant's hidden fires,
And give me all my heart desires.
Artifact #3: Unpublished Document
  Transcribing ancient Greek papyri
  Prepared by Katie Danner

**Background Information:** Refuse locations of ancient Greco-Roman Egypt are treasure troves of ancient papyrus manuscripts. However, the vast majority of the found manuscripts are damaged and fragmentary. Each bit of manuscript requires tedious, character-by-character transcription. Each time a text is transcribed, it is then identified as belonging to another bigger text or analyzed in relation to the established canon of Greek literature and its lexicons. Ancient Lives digitally scans and makes available to the public a portion of the detached fragments so that anyone can participate in the analysis of these ancient texts and assist in the monumental task of interpreting the human and computer intelligence gathered from the digital transcriptions. The papyri featured on this website belong to the Egypt Exploration Society (EES), and the EES will eventually publish and number these manuscripts in the Society’s Greco-Roman Memoirs series in the volumes, THE OXYRYNCHUS PAPYRI.

**Student Activities: Upper Elementary**

**Whole Group Activity:** The teacher distributes one page of paper with the Greek alphabet on it to each student. Next, the teacher introduces the idea that while we may have seen American productions of Greek plays or heard English versions of Greek philosophy or poetry, the ancient Greek texts were originally written in the alphabet of the ancient Greeks. As a class, we will go around the room and pronounce each letter name as it is phonetically written in order to hear what the language of the ancient Greeks sounds like. The teacher then projects the “Transcribe” page of www.AncientLives.org for the class to see and models how to use the tools to transcribe the ancient texts for the next activity.

**Small Group Activity:** Next, students will form pairs and use the set of classroom laptops and the available desktops to access www.ancientlives.org and begin their own transcriptions of ancient Greek texts. Each pair will also be required to record a rough sketch of the manuscript and list the letters that they identified for each text. If a text is faded beyond reasonable recognition, the students may click “Next” on the side to work on a new text.

**Individual Activity:** The teacher reminds students of what they learned already about ancient Greek daily life. Individually, students will sketch the manuscripts they transcribed and then write (in English) in their journals what they infer the manuscripts may have said using their prior knowledge.
References:
http://community.middlebury.edu/~harris/GreekGrammar.html

Multiple Choice Question:

The Greek papyri available to the public to transcribe were discovered in:

a. ancient Egyptian refuse locations
b. ancient Greek refuse locations
c. ancient Egyptian pyramids
d. ancient Greek ditches

images from www.ancientlives.org/transcribe
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Artifact #4: An Interview with Vassiliki Panoussi
Prepared by Mary Carter Jacocks

This activity will be conducted after a lesson on the culture and society of Ancient Greece.

Background Information:
Vassiliki Panoussi was born and raised in Athens, Greece and moved to the United States in the 1990s. Vassiliki’s family was middle-class and both of her parents worked. Her family believed in the value and importance of education, so they sent her to a private school and then to the university. She graduated from the university and worked in Greece for a few years. Then, she decided to come to the United States to attend graduate school and has lived in the United States since. In ancient Greece, Vassiliki’s family would have the social class status of the father or husband of the family. The social classes in ancient Greece only applied to men and each woman took the legal status from her husband. The women in ancient Greece were not allowed to take part in public life or politics. Women were mostly confined to their houses and were in charge of the domestic work, such as spinning, weaving, cooking, and cleaning. The Athenian society was divided into free men and slaves. The free men were divided into Citizens and Metics. Both of Vassiliki’s parents were born in Athens, so her family would have been part of the more powerful group, the Citizens, which could take part in the government of the Polis. Metics were foreign-born and migrated to Athens. They could never speak in court, own houses or land, or fully achieve the rights of a Citizen.

Student Activities: Primary Level
Whole Group: Students will read together and discuss the email correspondence of Vassiliki Panoussi’s provided storytelling of her life in Greece and the United States. The teacher and students will then brainstorm some similarities and differences of Greece and the United States using a Venn diagram. (Be sure the students include facts they have learned previously and from the interview about social class differences, government style, holidays, and men’s and women’s roles in society.)

Small Group: The students will discuss together, in groups of three, their personal family heritage, holidays and traditions. They will recognize that people have different traditions and practices within the United States. They will then write down one thing they have learned from their classmates’ small group discussion and share it with the whole class.

Individual: Students will then write a letter to an imaginary pen pal in Greece. Students will be required to tell their pen pal about their favorite holiday or tradition they practice with their family and ask their pen pal questions about their traditions, holidays, family and social groups in Greece. Younger students may draw and label a picture of their favorite holiday or tradition instead of writing a letter. The students will then share their letters or pictures with the whole class.
Multiple Choice Question: (Primary Only)
1. Unlike in modern day Greece, women in ancient Greece were supposed to:
   a. Go to the courts and vote.
   b. Stay home and do domestic work.
   c. Farm and own land for their family.
   d. Participate in public life.

Interview Transcript (conducted via multiple emails, 1 November 2011)
The following is Vassiliki Panoussi’s answers about her background, childhood in Greece and migration to the United States.

INTERVIEWER: Please tell me a little bit about your background, your family, where you were born in Greece, and when you moved to the United States.

PANOUSSI: I was born and raised in Athens, Greece. My family was middle-class. Both my parents worked. They believed in the value of education and sent me to a great private school. Their dream for me was to go to the university. After I graduated with my BA in Classical Philology, I worked for a couple of years as a HS teacher. I then decided to pursue a doctorate. The US was at the time the only country that paid full scholarships & a stipend to grad students. So I chose to come here. I attended Brown University and graduated with a PhD in Classics in 1998.

INTERVIEWER: What are some similarities and differences you see between Greece and the U.S?

PANOUSSI: Differences: the food--and attitudes to food; family connections and importance of family in an individual's life; attitudes towards life and work; Greeks enjoy living--they work but they also take time to enjoy life and their family and friends. In the US we don't do enough of that. We're much more work-oriented; Americans are also much more self-oriented; Greeks think of themselves as part of a group (be it family or other social groups).
Similarities: both peoples love their country; they worry about their future and their families' future; they are anxious about the economy :)

INTERVIEWER: Can you explain any Greek traditions that you still practice today?

PANOUSSI: Yes, all the major religious/cultural traditions: Christmas celebrations: baking special Christmas cookies, having a big family meal, etc. Celebrating namedays (like birthdays but they involve your name), celebrating Easter (with special cooking), going to church on those
days. Celebrating the Greek Independence Day and the Day of Greece's entering WWII. We talk to our kids about all of these events.

INTERVIEWER: What does Greece mean to you?

PANOUSSI: It's my home country. I love it. I love spending my summers there. It's a big part of who I am.

INTERVIEWER: If you could tell Elementary-school-aged children anything about Greece what would you tell them?

PANOUSSI: It's a beautiful country with lots of great history. I would tell them about the myths they already know and about the beautiful art that the Greeks have made throughout the centuries.

Resources:
V. Panoussi, personal communication, November 1, 2011
Pre-Post Test
By: Katie Danner, Ericca Dent and Mary Carter Jacocks

Primary (K-3)
The teacher will read the following questions aloud to the students:
1. Unlike in modern day Greece, women in ancient Greece were supposed to:
   a. Go to the courts and vote.
   b. Stay home and do domestic work.
   c. Farm and own land for their family.
   d. Participate in public life.

2. What was ancient Greek armor made from?
   a. Silver
   b. Wood
   c. Plastic
   d. Bronze
   e. Gold

3. Which of the following did the ancient Greek warriors wear and carry?
   a. A gun and ammunition
   b. A pocket knife and axe
   c. A helmet, shield and short sword
   d. A slingshot, pebbles and arrows

4. On which continent is Greece located?
   a. Africa
   b. Europe
   c. Asia
   d. North America

5. Which statement is NOT true about ancient Greek theater masks?
   a. Theater masks were highly expressive.
   b. Theater masks were used for tragedies and comedies.
   c. Theater masks were worn by men and women.
   d. Theater masks were made from organic materials.

Intermediate (4-6)

1. Who was Pheidippides and what did he do for Athens?
   a. He was a farmer who grew many crops.
   b. He was an artist who made beautiful pottery.
   c. He was a Greek god of war.
   d. He was a herald who ran to Sparta to get help.
2. Where was Sappho born?
   a. Athens
   b. Lesbos
   c. Olympia
   d. Theb

3. What is *A Hymn to Venus* primarily about?
   a. The beauty of the third planet from the Sun
   b. The agony of love
   c. A fight between Sappho and Venus
   d. The history of ancient Greece

4. Essay Question: (7 points)
   After researching ancient Greek Olympic sports, creating newspaper articles, and sharing them with the class, you learned about many different sports during this time period. Discuss three sports you learned about (3 points) and two important characteristics of each sport (2 points). Then, write about which sport you would like to play if you were a competitor in the ancient Olympics (1 point). What would be the overall health benefits from that sport? (1 point)
Resources


http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml
Appendix A

*Virginia Social Studies Standards:*

**History:**
3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

**Geography:**
3.4 The student will develop map skills by
a) locating Greece, Rome, and West Africa;
b) describing the physical and human characteristics of Greece, Rome, and West Africa;
c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

**Economics:**
3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

**WHI.5** The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
b) describing Greek mythology and religion;
c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
d) evaluating the significance of the Persian and Peloponnesian wars;
e) characterizing life in Athens during the Golden Age of Pericles;
f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

*National Council for Social Studies Standards:*

**Theme I: Culture:**
Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Theme II: Time, continuity, and change:**
Social studies programs should include experiences that provide for the study of the past and its legacy.
Theme III: People, Places, and Environments:
Social studies programs should include experiences that provide for the study of people, places, and environments.
Expenses

No money was spent. All materials were borrowed from the LRC at the School or Education or from Waller Mill.

LRC- 8 World Globes