

Domain-Based Unit Overview

Title of Domain: The Ancient Greece, Grade 2

Learning Time: 17 days

Big Idea

No ancient civilization has had more influence on the Western world than that of ancient Greece.

What Students Need to Learn

- Geography
 - Locations of Greece, the island of Crete, and the Mediterranean and Aegean Seas
 - Locations of the ancient city-states of Athens and Sparta
- Culture
 - Athens as a city-state; the beginnings of democracy
 - Sparta as a military city-state that was sometimes the enemy of Athens
 - Persian Wars: Battles of Marathons and Thermopylae
 - Olympic Games
 - Worship of gods and goddesses
 - Great thinkers: Socrates, Plato, and Aristotle
 - Alexander the Great

MN Academic Standards

2.4.2.4.2 Describe how the culture of a community reflects the history, daily life, or beliefs of its people.

2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important

Pre-Assessment

Domain Lesson 1	Introducing Ancient Greece
MN Academic Standards	2.4.2.4.2 2.1.1.1.1
Objectives	-Locate the modern country of Greece, the Mediterranean Sea, and the Aegean Sea on a world map. -Locate the city-state of Athens, island of Crete, the mediterranean Sea, and the Aegean Sea on a map of ancient Greece.
Vocabulary	City-state, coast, Asia Minor, democracy, citizens, Assembly, generals, and jury.
Procedure	-Introduce new Domain in which students will study ancient Greece. -Use a globe or world map to locate both ancient Greece and modern-day Greece, including Crete, Athens, Mediterranean Sea, and the Aegean Sea. -Give each student a copy of the CKHG Student Book. -Tell students that they are going to pretend to use time machines to travel back in time during this unit. -Read “Chapter 1: Introducing the Ancient Greece” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal and evaluative questions following the chapter and think-pair-share with students about what they learned regarding why Athens is considered the place where democracy began. -Distribute copies of MAP of Ancient Greece and crayons. Have students color-code the map and locate Athens, Sparta, and Olympia, and the Mediterranean and Aegean Seas.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Life in Ancient Athens
MN Academic Standards	2.4.2.4.2 2.1.1.1.1
Objectives	-Understand that in Athenian democracy, men over eighteen years old voted and made important decisions about the laws and how things were done; women did not have a say. -Explain the difference between the life of young boys/men and that of young girls/women in ancient Athens.
Vocabulary	Foreigners, artisans, lyre, rights, property, religious ceremonies, spin, and weave.
Procedure	-Review what students learned in chapter 1 of the CKHG Student Book. -Have students take out their Student Book.

	<p>-Read “Chapter 2: Life in Ancient Athens” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.</p> <p>-Ask literal and inferential questions following the chapter and think-pair-share with students about what they learned regarding what life was like in ancient Athens.</p> <p>-Extension Activity: A Day in Athens - Have students use iPads to access the Core Knowledge website and choose a character from ancient Athens to ‘follow around’ for a day. Students can draw their character and write about what their character might do in a day.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	Students can write about what their Athenian character would do in one day in ancient Athens.

Domain Lesson 3	Life in Ancient Sparta
MN Academic Standards	2.4.2.4.2
Objectives	<p>-Compare the lives of boys in ancient Sparta with those of boys in ancient Athens.</p> <p>-Compare the lives of women in ancient Sparta with those of women in Ancient Athens.</p>
Vocabulary	Council of Elders and phalanx.
Procedure	<p>-Review with students what they learned in chapters 1 and 2 in the CKHG Student Book.</p> <p>-Have students take out their Student Book.</p> <p>-Read “Chapter 3: Life in Ancient Sparta” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.</p> <p>-Ask literal and evaluative questions following the chapter and think-pair-share with students about what they learned regarding what life was like in ancient Sparta.</p> <p>-Have students complete a Venn Diagram comparing and contrasting life in ancient Athens with life in ancient Sparta.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	The Persian Wars
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MN Academic Standards	2.4.2.4.2
Objectives	-Retell the story about the messenger who brought news about the Battle of Marathon to Athens. -Describe what happened at the Battle of Thermopylae.
Vocabulary	Invaded, conquer, defeated, legend, marathon, pass, and driven out.
Procedure	-Review with students what they learned in chapters 1-3 in the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 4: The Persian Wars” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned regarding what happened at the Battles of Marathon and Thermopylae.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Gods and Goddesses Part 1
MN Academic Standards	2.4.2.4.2
Objectives	- Explain that ancient Greeks worshipped many gods and goddesses - Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods and goddesses
Vocabulary	Delightfully, longingly, massive, messenger, summoned
Procedure	- Review with students what they learned in chapters 1-4 in the CKHG Student Book. - Use the Domain 3: The Ancient Greek Civilization book from Listening and Learning (Amplify) to introduce the read aloud, Mount Olympus Part 1, to the students. <i>pg. 25</i> - Pass out and explain the worksheet “Gods and Goddesses Trading Cards” for the students to fill out while you read the story. - Read “Mount Olympus, Part 1” from the Domain 3 book. Pause often for discussion or to ask comprehension questions. <i>pg. 27</i> - After the read aloud, ask students the comprehension questions from the Domain 3 book utilizing class discussions and think-pair-shares. <i>pg. 31</i>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>

Writing	<i>If Applicable</i>
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Domain Lesson 6	Gods and Goddesses Part 2
MN Academic Standards	2.4.2.4.2
Objectives	<ul style="list-style-type: none"> - Explain that the ancient Greeks worshipped many gods and goddesses - Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods and goddesses
Vocabulary	Delicate, grove, mission, spectacle, city-state
Procedure	<ul style="list-style-type: none"> - Review with students what they learned in the read aloud “Mount Olympus, Part 1” from the day before. - Use the Domain 3: The Ancient Greek Civilizations book from Listening and Learning (Amplify) to introduce the read aloud, Mount Olympus Part 2, to the students. <i>pg. 37</i> - Pass out and explain the worksheet “Match the Pictures” for the students to fill out while you read the story. - Read “Mount Olympus, Part 2” from the Domain 3 book. Pause often for discussion or to ask comprehension questions. <i>pg. 38</i> - After the read aloud, ask students the comprehension questions from the Domain 3 book utilizing class discussions and think-pair-shares. <i>pg. 42</i>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	The Olympic Games
MN Academic Standards	2.4.2.4.2
Objectives	<ul style="list-style-type: none"> -Identify ancient Greece as the site of the original Olympic Games. -Understand that the games were an event for which all the Greek city-states came together in peace.
Vocabulary	Athletic competition, religious festival, stadium, discus, chariot, wreath, victor, victorious.
Procedure	<ul style="list-style-type: none"> -Review with students what they learned in chapters 1-6 in the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 7: The Olympic Games” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.

	-Ask literal questions following the chapter and think-pair-share with students about what they learned regarding what the original Olympic Games were.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	The Great Thinkers
MN Academic Standards	2.4.2.4.2
Objectives	-Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece. -Understand how ideas can spread through writing and teaching.
Vocabulary	Philosopher, wisdom, justice, imaginary, and scientific research.
Procedure	-Review with students what they learned in chapters 1-7 in the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 8: The Great Thinkers” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned regarding who the great thinkers of ancient Greece were.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Alexander the Great
MN Academic Standards	2.4.2.4.2
Objectives	- Identify Alexander the Great and understand why he is important - Locate on a map the area Alexander the Great conquered
Vocabulary	Fearless, fierce, fled, victory, empire, military
Procedure	- Review with students what they learned in chapters 1-8 in the CKHG Student Book. - Have students take out their Student Book. - Read “Chapter 9: Alexander the Great” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.

	- Ask literal questions following the chapter and think-pair-share with students about what they learned regarding who Alexander the Great was and which lands he conquered.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Lessons Review
MN Academic Standards	2.4.2.4.2
Objectives	No ancient civilization has had more influence on the Western world than that of ancient Greece.
Vocabulary	Vocabulary from all previous lessons.
Procedure	<ul style="list-style-type: none"> - Making My Book About <i>Ancient Greece</i> - Distribute a pre-assembled copy of My Book About <i>Ancient Greece</i> to each student. Explain that they will be making a mini-book version of their Student Book, which they have been using in class during this unit. - Allow time for students to make the cover of the book, prompting them with questions about the most important things they learned throughout the book. - Students will be making one page in their book for each chapter read in their Student Book. Allow time for students to make pages for their mini-books that coincide with the chapters in their Student Books. Utilize the culminating activity pages in the Ancient Greece Teacher Guide to make sure students are including key points and information in their mini-books for each chapter/page. - Allow students to take their books home to share with their families and to review for the unit test.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Domain Test
MN Academic Standards	2.4.2.4.2
Objectives	No ancient civilization has had more influence on the Western world than that of ancient Greece.
Vocabulary	Vocabulary from previous lessons.

Procedure	<ul style="list-style-type: none"> - Use the Unit Assessment Questions from the CKHG book <i>Ancient Greece</i>. - Allow time for students to take the assessment. - Once all students are done with the test (if time allows) preview the next few lessons with them (Greek myths).
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Domain Lesson 12	Greek Myths: Adventures of Hercules
MN Academic Standards	2.4.2.4.2
Objectives	Identify the characters, setting and plot and supernatural beings in the story The Other Adventures of Hercules
Vocabulary	Accurate, guidance, immeasurable, reputation and trample, Hercules, King Eurystheus, Naemean lion, Apollo, Atlas
Procedure	<p>This story will be taken from Unit 4 Greek Myths Listening and Learning book.</p> <p>*Preview Vocabulary relevant to the story page 110</p> <p>*Read story the other Adventures of Hercules aloud to students and using the power point slides/ flip book pictures to go along with each story. Pages 114-119</p> <p>As students read, they will record in their student packet important events during the read aloud. Students will be able to use this as a reference sheet when they compare/contrast the story to the movie.</p> <p>*Ask students comprehension questions after the story. Pages 119 and 120</p> <p>Students will be asked to fill out a graphic organizer where they will record the characters, setting and the plot.</p> <ul style="list-style-type: none"> - Have students save their student packet and graphic organizer to reference during the movie.

Domain Lesson 13	Greek Myths: Demeter and Persephone
MN Academic Standards	2.4.2.4.2
Objectives	<ul style="list-style-type: none"> *Identify elements of fiction- characters, setting and plot *Recount information and determine the central message of the myth.
Vocabulary	Demeter, Persephone, bountifully, despair, pine, retrieve, spirited, Hades, underworld, Zeus
Procedure	<p>This story will be taken from Unit 4 Greek Myths Listening and Learning book.</p> <p>*Preview Vocabulary relevant to the story page 37</p>

	<p>*Read story Demeter and Persephone aloud to students and using the power point slides/ flip book pictures to go along with each story. Pages 41-44</p> <p>As students read, they will record in their student packet important events during the read aloud</p> <p>*Ask students comprehension questions after the story. Pages 44 and 45</p> <p>Students will be asked to fill out a graphic organizer where they will record the characters, setting and the plot.</p> <p>We will also discuss what supernatural event this story tried to explain.</p>
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Domain Lesson 14	God and Goddess Presentation: Research Day
MN Academic Standards	2.4.2.4.2
Objectives	Students will research one of the 12 main Gods and Goddesses.
Vocabulary	Zeus, Hera, Poseidon, Athena, Demeter, Ares, Apollo, Aphrodite, Artemis, Hermes, Hephaestus, and Dionysus. Mount Olympus, Mortal, immortal, supernatural, mythological creatures
Procedure	Students will be given a series of factual books, read alouds and internet articles to look for facts to teach the rest of the class about the 12 main gods and goddesses. Students will have the option to write a small paper presenting the facts to the rest of the class or create a small poster that they can present in front of the class.
Writing	<i>Students will record findings into a report/ poster presentation</i>

Domain Lesson 15	God and Goddess Presentation: Students Present in Pairs
MN Academic Standards	2.4.2.4.2
Objectives	Students will learn about additional information on the 12 main Greek Gods and Goddesses and what supernatural power they are know for.
Vocabulary	Vocabulary from the previous lesson- Students will be presenting on the God and Goddesses Zeus, Hera, Poseidon, Athena, Demeter, Ares, Apollo, Aphrodite, Artemis, Hermes, Hephaestus, and Dionysus. Mount Olympus, Mortal, immortal, supernatural, mythological creatures
Procedure	Students pairs will present their God/ Goddess to the rest of the class. As students listen they will record information learned (see below in writing)
Writing	<i>As students listen to each presentation on the Greek Gods and Goddesses, they will have a sheet where they can fill out the name of the</i>

	<i>god/goddess, what their supernatural power is and 2 facts they found interesting or they would like to know more about.</i>
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Domain Lesson 16	Watch Hercules Movie (Disney)/Compare and Contrast Lesson and Movie
MN Academic Standards	2.4.2.4.2
Objectives	Students will look for similarities and differences between the movie Hercules and the story read in class- Adventures of Hercules
Vocabulary	Review Vocabulary from the Hercules Story in lesson 12 Accurate, guidance, immeasurable, reputation and trample, Hercules, King Eurystheus, Naemean lion, Apollo, Atlas
Procedure	Students will take out their graphic organizer from the Hercules story in lesson 12 and they will take out their student packet of important events. <ul style="list-style-type: none"> - Together we will review the story or the main point. - Preview the Venn Diagram and explain the expectations is to find similarities and differences between the story and the movie. - - Students will watch the movie Hercules. - As students watch they will record similarities and differences on the venn diagram. - After the movie we will collect the venn diagrams and have a class discussion on the major similarities and differences between the story and the movie.

Domain Lesson 17	Measurement Olympics (math/physical education)
MN Academic Standards	2.4.2.4.2 2.3.2.1 2.3.2.2
Objectives	Students will participate in different events and measure the length during each event
Vocabulary	Review: Olympic games, discus, javelin, long jump, high jump and shot put Math vocabulary: feet, inches, centimeters, yards, estimate, difference, ruler, yardstick
Procedure	During our unit on Ancient Greece students will be studying time in math. Students will be given a packet with the list of the events they will participate in: some events might include- cotton ball shot put, frisbee discuss throw, pool noodle javelin throw, high jump and long jump.

	<p>We will use the gym for this event if applicable or we will go during our allotted gym time.</p> <p>The teachers will demonstrate what each event entails. Students will then be split into groups to participate in all of the events. Each event the students need to do 3 estimates and 3 trials. If possible, they can figure out the difference between the estimate and the actual distance.</p>
Writing	<p><i>Students will fill out their recording packet as they participate in each activity. When they are finished, they will be asked to fill out a small reflection sheet about what they enjoyed and what conclusions they made from the events they participated in.</i></p>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● Students look, learn, and discuss The Discus Thrower, Flying Horse, and Auguste Rodin The Thinker. ● The students create an understanding of shape, mass, and line in sculptures. ● ART PRODUCTION: The students create a superhero paper mache figure. The students use proportions, shape, mass, and line to create their own sculpture.
Media	<ul style="list-style-type: none"> ● Read and discuss “Pandora,” “G is for Gold Medal,” “Magic Tree House: Hour of the Olympics,” “You Wouldn’t Want to Be a Greek Athlete!,” “Mount Olympus Basketball,” “Zeus’s Eagle”
Music	<ul style="list-style-type: none"> ● Discuss the various roles of music in Ancient Greek society ● Explore Ancient Greek instruments ● Dramatize an Ancient Greek myth with sound effects using instruments.
P.E.	<ul style="list-style-type: none"> ● Train like an Olympian, Olympic Fun Fact Tag, Mini-Olympic Event day