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## **Primary Sources: Ancient Greece**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (2 pages)

**Lesson Plan** (4 pages)

**Primary Source Document** (1 page)

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— PRIMARY SOURCES —

# Ancient Greece





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# How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

## The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.



## **The Photographs**

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

## **The Primary Sources**

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

## **The CD**

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

## **Objectives of This Unit**

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

# From Alpha to Omega

## Standard/Objective

- Describe and analyze the role of technology in communications, transportation, information processing, weapons development, or other areas as it contributes to or helps to resolve conflicts. (NCSS)
- Students will learn about the Greek educational system and the contribution of the Greek language to English.

## Materials

copy of the facsimile *Greek Writing*; copies of the historical background information (page 40); copies of the student activity sheet (page 41); dictionaries

## Discussion Questions

- Explain how an ancient Greek education differs from a modern education.
- Give examples of some of the things that both girls and boys might be taught in ancient Greece.
- Why weren't girls educated using the same methods as boys?
- Describe what school would have been like in ancient Greece.
- What do you see in the Greek writing that provides any evidence as to what was written, why, and in what language?
- Who do you suppose wrote this?

## Using the Primary Source

Give each student a copy of the Greek writing on the wall. Seek generalizations from students about what they see. What influence has Greek writing had on the English language? Would the writer have been male or female? Then, have students compare the Greek educational system to modern systems. Students can brainstorm in small groups any changes in education that have occurred or should occur.

Next, discuss Greek letters and then Greek word roots that we use today. Write the following words on the board (without the underlining). Then, have students identify the Greek roots and determine the meaning of each: geology, automobile, calligraphy, homosapiens, and acrophobia (geo=earth, auto=self, graphy=writing, homo=same, and phobia=fear). Allow students to brainstorm other borrowed words from Greece. Use a dictionary to confirm suggested words.

Have a contest to encourage students to locate and make a list of words with Greek origins. One hint you can give them is that many Greek words have ties to mythological characters (e.g., *atlas* and *titan*). Place a large sheet of paper in the room so that the students can continually add to the list. If you want to add a spice of competition to the challenge, have different lists for various groups of students. No two groups can have the same word, so students will really look for unique words to include.

## Extension Idea

Students should locate a copy of the Greek alphabet online or in reference books. Have the students write their names as they always do and then use the Greek letters to rewrite their names. If a letter isn't there to use, instruct students to use the letter that is closest to the sound of the missing letter.



# From Alpha to Omega *(cont.)*

## Historical Background Information

The Greek language became the chief language used throughout ancient Greece. Although the spoken language has changed over the years, the printed alphabet has remained very similar to the ancient language. Many of the words, prefixes, and suffixes used today in English are borrowed from the Greeks. Dictionaries tell what the origin of a given word is. Gymnasium is an example of a Greek word that is still used today. Other words that originated in Greece that are still used today include: lyre, abacus, mosaic, stylus, and marathon.

Aristocracy, geography, and anthropology are examples of English words that have come from the ancient Greek. By studying the roots, or parts, of a word you can often figure out its meaning. For example, *demos* means people and *cracy* means rule. Thus, *democracy*, or democracy, is rule by the people. The Greeks had a considerable influence on the English language. Studying this influence will certainly improve one's vocabulary by providing clues to word meanings.

The word "alphabet" comes from the names of the first two letters of the Greek alphabet: *alpha* and *beta*. There is some similarity between the modern English alphabetical system and the ancient Greek alphabet. Greek letters were written with mostly straight lines. This is because the writing was done on tablets made of wax using a *stylus*, a pointed, pencil-like tool, to scratch into the wax. Sometime before 800 B.C., the Greeks borrowed and adapted their alphabet to create the 24-letters, complete with consonants and vowels.

Education in Greece was much different than it is today. Schooling was not mandatory, and only boys were formally educated if a family could afford a private school. A boy usually went to school at the age of seven. Boys from wealthy homes who were enrolled in a private school would learn to read, write, count, recite poetry, and play the lyre, a stringed instrument. At school, Greek students learned to write on wooden tablets coated with wax. Children from poorer families who could not afford education would stay home and learn a trade by helping their parents on their farms.

A boy growing up in Greece would be encouraged and taught to keep physically fit. Health and endurance was especially important to the Spartans, who saw discipline and obedience as a main objective to becoming an excellent soldier.

Boys in Athens had to learn a trade. Older boys would apprentice, or spend time to learn with someone accomplished in a trade. Some boys would travel with teachers called sophists.

Girls did not usually go to school. They stayed at home and learned skills from their mothers. They learned how to spin and weave. Girls from wealthy families learned to read and write from private tutors or from their mothers, if they were fortunate to have mothers who had learned these basic skills.



Name \_\_\_\_\_

# Writing Greek

## Background Information

The Greek language was in use for centuries before written records were kept. Different dialects evolved as people migrated to and from various areas. Athens was the center of art and politics and their language, the Greek language, became the chief language used throughout ancient Greece. The spoken language has changed considerably over the years; however, the printed alphabet is much the same as it was in the ancient language. Many of the words used today in English are borrowed from the Greeks. The word alphabet comes from the names of the first two letters of the Greek alphabet: *alpha* and *beta*. In Greek writing, all letters were capitalized with no space between words and no punctuation.

## Activity

Aristotle, a well-known Greek philosopher, made the following statement: *Education is the best provision for old age.* Write an explanation of Aristotle’s statement.

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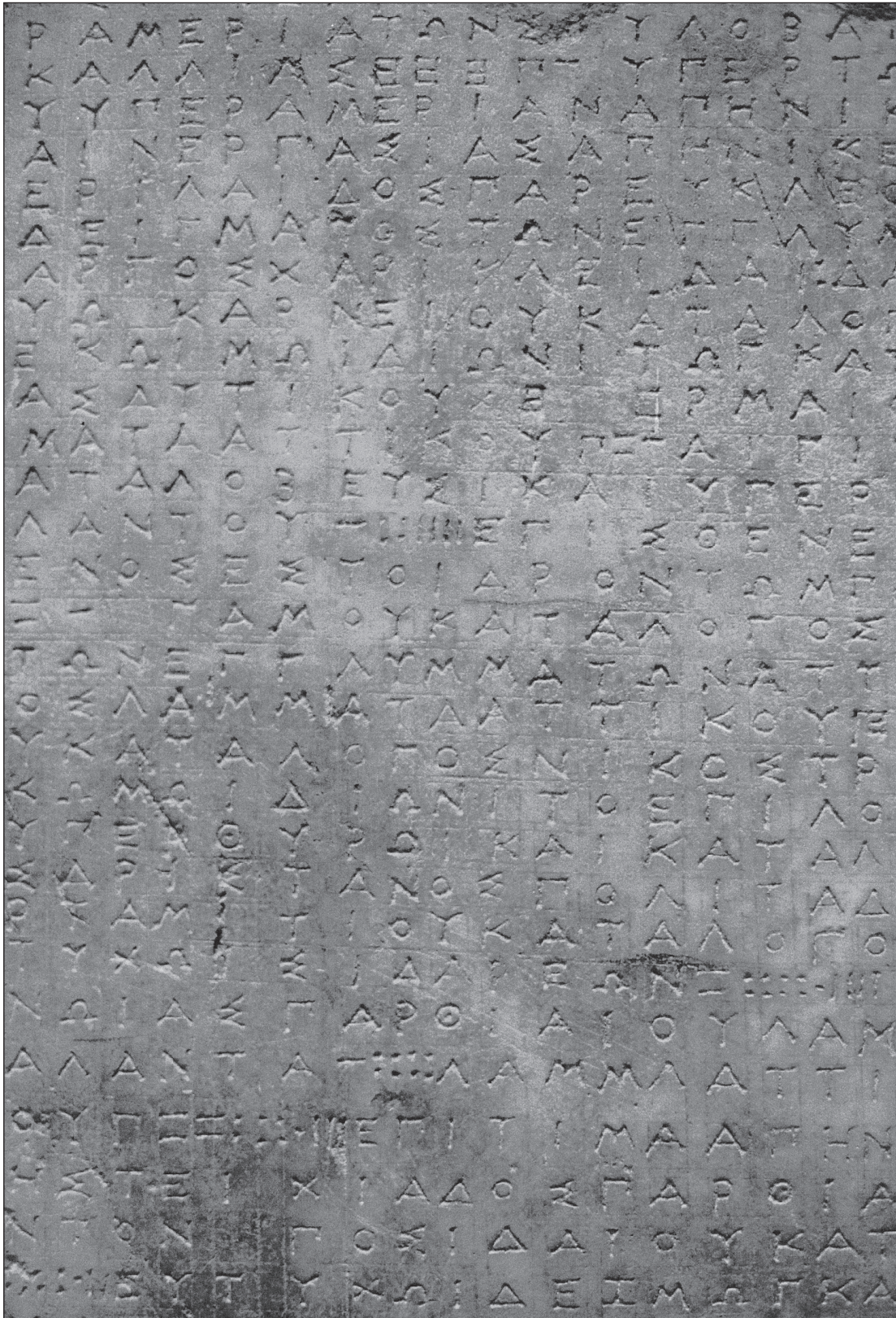
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### Challenge

Write a message in the style of the ancient Greek scribes. Think about two things that you have learned about ancient Greece. Write this message in all capitals using English letters. Do not put any space between letters. See if a friend can read your message.



# A Sample of Greek Writing



Greek Writing Tablet (Jim Steinhart of [www.PlanetWare.com](http://www.PlanetWare.com))



