

6-2015

## It's All Greek to Me [6th grade]

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## UNDERSTANDING BY DESIGN

### Unit Cover Page

Unit Title: It's All Greek to Me

Grade Level: 6

Subject/Topic Area(s): Social Studies and Writing

Designed By: Grace Marengo Sanchez and Alex Karamol

Time Frame: 4 weeks

School District: KIPP San Antonio

School: KIPP Camino Academy

School Address and Phone: 4343 W Commerce St, San Antonio, TX 78237 / (210) 829-4200

Reference Sources:

(Source [http://historylink101.com/2/greece2/judgement\\_paris.htm](http://historylink101.com/2/greece2/judgement_paris.htm))

(Source [http://historylink101.com/2/greece2/trojan\\_war.htm](http://historylink101.com/2/greece2/trojan_war.htm))

#### **Brief Summary of Unit (Including curricular context and unit goals):**

This unit is designed to be taught in a 6th grade Nonfiction Studies class, which combines social studies and writing skills. This unit complements a unit taught in 6th grade reading, in which students study “the hero’s journey” through reading Gillian Cross’s retelling of The Odyssey and create their own hero’s journey myths. This unit will be taught prior to the reading unit in order to deepen students’ prior knowledge of ancient Greece as well as to drive engagement.

In this unit, students will examine multiple aspects of Greek culture and life and analyze the influence ancient Greece had on all of Western civilization. Students will study topics ranging from geography and landforms to government to religion. This will give them the tools they need to study other cultures and historical time periods in the future. Furthermore, students will practice writing skills in this unit. Each week culminates in an informative writing task. Students will understand that writing is an important tool to communicate knowledge on a topic to others. Students will use their informative writing pieces throughout the unit to create a magazine that others could read to learn about ancient Greece. This magazine will also contain a profile of an important Greek figure and

include that person's influence on the world today.

Stage 1 – Desired Results		
<p><b>Established Goals (e.g., standards)</b></p> <p><b>Social Studies TEKS:</b>            a(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.</p> <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:            (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and</p> <p>12) Government. The student understands various ways in which people organize governments. The student is expected to:            (A) identify and give examples of governments with rule by one, few, or many;            (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and            (C) identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:            (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and            (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Create a magazine with informative writing pieces that explain different aspects of ancient Greek life and about an influential Greek figure.</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <p>The geography and landforms of ancient Greece influenced daily life</p> <p>The ancient Greeks made sense of their world through myths and belief in multiple gods and goddesses</p> <p>The ancient Greeks had social classes, government, and art that influenced daily life</p> <p>The ancient Greek world was hugely influential in shaping modern Western society</p>	<p><b>Essential Questions</b></p> <p>Week 1: How did the geography of Greece influenced Ancient Greek culture and life?</p> <p>Week 2: What was the role of religion and myths in ancient Greek life?</p> <p>Week 3: What was the role of government, arts and social classes in the ancient Greek world?</p> <p>Week 4: What did some important ancient Greeks contribute to the world?</p>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <p>The historical time period of ancient Greece in relation to other important events studied throughout the year</p>	<p><b>Skills</b> <i>Students will be able to...</i></p> <p>Create and read timelines</p> <p>Create and read maps</p>	

<p>conditions.</p> <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>(A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and</p> <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p><b>Writing Common Core Standards:</b>  CCSS.ELA-LITERACY.W.6.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.6  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.6.9  Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.6.10  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The geography and landforms of ancient Greece</p> <p>The values and beliefs of the ancient Greeks</p> <p>The social structure and stratification of Greek society</p> <p>Forms of government and city-state system in ancient Greece</p> <p>Writing is a tool for learning</p> <p>Writing is a way to show what I know and express what I believe to be true</p>	<p>Research aspects of ancient Greece using technology</p> <p>Write summaries from Cornell note-taking system</p> <p>Write informative/explanatory compositions to examine a topic</p> <p>Write persuasive compositions to support claims (opinion, belief, position)</p> <p>Compose sentences with variety in structure and type</p>
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**Stage 2 – Evidence**

<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
M and T	<p>Writing contains proper grammar and spelling.</p> <p>Writing correctly informs the reader about an aspect of</p>	<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>KWBAT put all one paragraph write-ups from the week into a magazine. The magazine will show how language, government, arts, literature, and culture were all connected</p>

	<p>ancient Greek life.</p> <p>Writing properly cites sources from research.</p> <p>Paragraphs are correctly structured, including an introduction and conclusion sentence that show pizzazz and a minimum of three body sentences that connect to and support the main idea.</p>	<p>in</p> <p>Other Evidence (e.g., formative)</p> <p>Weekly: KWBAT write an informational or argumentative paragraph about an aspect of ancient Greece</p> <p>Weekly: KWBAT complete a ten-question quiz covering vocabulary and historical content</p> <p>Daily: KWBAT complete exit tickets to show their learning progress on the cultural and historical information covered during classes</p>
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**Stage 3 – Learning Plan**

<p><b>CODE</b> (A, M, T)</p> <p>M</p>	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>On day one of the unit, everyone will answer the question “What do you already know about ancient Greece?” on a post-it note. These will be posted in the classroom and the teacher will lead an informal discussion about students’ prior knowledge.</p>
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<p>A</p> <p>M</p>	<p style="text-align: center;"><b>Learning Activities</b></p> <p><b><i>Week 1 essential question:</i></b> <b><i>How did the geography of Greece influenced Ancient Greek culture and life?</i></b></p> <p><b>Day 1</b> <b>KWBAT create a timeline of ancient Greece situated with other important historical events</b></p> <ol style="list-style-type: none"> <li>1. Class discussion using a timeline up around the room as a reference point.</li> <li>2. All these important events are very spread out in time! Now you are going to make your own timeline to place these Teacher will provide a list of important events we have studied throughout the year or that students are likely to know about.</li> <li>3. Teacher will model how to set up a timeline using graph paper. Allow students time to create their template</li> <li>4. Teacher will distribute technology and give students time to fill in their timeline with events from the list of “important</li> </ol>	<p>Progress Monitoring (e.g., formative data)</p> <p>Exit Ticket</p>
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<p>M, T</p>	<p>Greece. Students will have the opportunity to fill in parts of a guided notes as needed</p> <ol style="list-style-type: none"> <li>Using their maps as evidence, teacher will lead a discussion about the influence geography had on Greek culture and life. Students will fill in their graphic organizer during this teacher-lead discussion.</li> <li>Exit ticket: Name 3 important ways that the geography of Greece impacted Greek culture. Be sure to explain WHY you think it had that impact.</li> </ol> <p><b>Day 5</b>  <b>KWBAT use CFS to write a paragraph about what they believe are the most important aspects of Greek geography and why</b></p> <ol style="list-style-type: none"> <li>Students will gather all their resources from the week to use for the day's writing activity.</li> <li>Teacher will pass out their writing assignment with criteria for success and go through the directions with students, checking for any student questions.</li> <li>Students will work independently to complete a paragraph responding to the following prompt <ol style="list-style-type: none"> <li><b>How did the geography of Greece influenced Ancient Greek culture and life?</b></li> <li><b>You must use at least two pieces of EVIDENCE from the notes, maps, timeline, etc. that we created this week.</b></li> </ol> </li> </ol> <p><b><i>Week 2 essential question:</i></b>  <b><i>What was the role of religion and myths in ancient Greek life?</i></b></p>	<p>Informative paragraph</p>
<p>A M</p>	<p><b>Day 6</b>  <b>KWBAT complete a Cornell Notes summary on the importance of religion in ancient Greek culture.</b>  <b>KWBAT complete a graphic organizer about the 12 Olympians based on web research.</b></p> <ol style="list-style-type: none"> <li>Cornell notes about ancient Greek religion: why the gods were important, where they lived, who were the 12 main gods and goddesses.</li> <li>Students work in partners to fill out graphic organizer about the 12 Olympians (name, what were they the god/goddess of, what symbols represent this god or goddess and why)</li> </ol>	<p>Exit Ticket</p>

<p>A</p> <p>T</p>	<p>3. Exit Ticket: Choose a god or goddess you would like to know more about. Why do you think this god or goddess was important to the ancient Greeks?</p> <p><b>Day 7</b>  <b>KWBAT research a god or goddess of their choice and create an Instagram post that shows important information about that god or goddess.</b></p> <ol style="list-style-type: none"> <li>1. Pass back exit tickets from yesterday. Cold call a couple students to remind the class of what the ancient Greeks believed about the gods and goddesses.</li> <li>2. Model: Show students an example Instagram post and caption from a Greek god or goddess (for example, Zeus with a picture of a rock and the caption “#tbt to the time my mom tricked my dad into swallowing a rock instead of me! Who’s the king now?” or Poseidon with a picture of a storm and the caption “Got pretty angry with some mortals today so decided a flood might fix that”)</li> <li>3. Students independently work to complete an information sheet with guided questions about their god or goddess</li> <li>4. Exit Ticket: Instagram post/caption (can complete more than one if finished early)</li> </ol>	<p>Exit Ticket</p>
<p>A M</p>	<p><b>Day 8</b>  <b>KWBAT explain why myths were important to the Greeks by studying the example of Demeter and Persephone.</b></p> <ol style="list-style-type: none"> <li>1. Add to Cornell notes from day 6. (definition of myths, reason why myths existed)</li> <li>2. Read aloud the story of Demeter and Persephone--stop at specific points for students to answer comprehension questions</li> <li>3. Exit Ticket: What does this story explain? Why did the Greeks create this myth?</li> </ol>	<p>Exit Ticket</p>
<p>A, M</p>	<p><b>Day 9</b>  <b>KWBAT create a storyboard that illustrates the causes and effects of the Trojan War.</b></p> <ol style="list-style-type: none"> <li>1. Add to Cornell notes: The Trojan war was a mythical war between Greece and the city of Troy.</li> <li>2. Read short description of the Trojan War and answer questions about the cause and effect with a partner (Apple of Discord→ Judgement of Paris→ Aphrodite helped Paris)</li> </ol>	<p>Exit Ticket</p>



T	<p>capture Helen→ Helen’s husband asks his brother to help→ Agamemnon leads a fleet to get her back→ war lasts 10 years)</p> <p>3. Ind. practice/exit ticket: Students work independently to create a storyboard that illustrates the causes and effects of the Trojan War</p> <p><b>Day 10</b>  <b>KWBAT write a paragraph describing the role of religion and myths in Greek life</b></p> <ol style="list-style-type: none"> <li>1. Students will gather all their resources from the week to use for the day’s writing activity.</li> <li>2. Teacher will pass out their writing assignment with criteria for success and go through the directions with students, checking for any student questions.</li> <li>3. Students will work independently to complete a paragraph responding to the following prompt <ol style="list-style-type: none"> <li>a. What was the role of religion and myths in ancient Greek life?</li> <li>b. You must use at least 2 pieces of EVIDENCE from your resources from the week.</li> </ol> </li> </ol> <p><b><i>Week 3 essential question:  What was the role of government, arts and social classes in the ancient Greek world?</i></b></p>	Informative paragraph
A, M	<p><b>Day 11</b>  <b>KWBAT fill out a graphic organizer that show the major categories of difference between Sparta and Athens and the concept of city-states</b></p> <ol style="list-style-type: none"> <li>1. Students will receive a venn-diagram template of Sparta and Athens</li> <li>2. Students will follow along the guided notes/info from powerpoint to fill in the venn-diagram differences and similarities between the two cities.</li> <li>3. Students will then need to choose two members of society to create an instagram “bio” for Athens and another two for Sparta using the resources from the day. Teacher will model how to create a “bio” for students who may not be familiar with instagram</li> </ol>	Exit Ticket

A	<p><b>Day 12</b>  <b>KWBAT describe the social classes and gender roles in the ancient Greek world</b></p> <p><b>KWBAT describe the Greek government system of direct democracy</b></p> <p><b>KWBAT describe the role of art and literature in ancient Greece</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows students how to rotate through stations and explains expectations for the note-catcher provided. Teacher will also explain what students will need to complete with their notes at the end of the rotations.</li> <li>2. Students will rotate through three stations each with a non-fiction article. Students will read the article with a partner and will fill in information in a note-catcher for each of the stations they complete. Students will all complete all three objectives on day 13, when all stations have been completed.</li> </ol>	Exit Ticket
A	<p><b>Day 13</b>  <b>KWBAT describe the social classes and gender roles in the ancient Greek world</b></p> <p><b>KWBAT describe the Greek government system of direct democracy</b></p> <p><b>KWBAT describe the role of art and literature in ancient Greece</b></p> <ol style="list-style-type: none"> <li>1. Students will rotate through remaining stations, each with a non-fiction article. Students will read the article with a partner and will fill in information in a note-catcher for each of the stations they complete. Students will all complete all three objectives by the end of the day, when all stations have been completed.</li> <li>2. Students will complete an exit ticket. <ol style="list-style-type: none"> <li>a. List ONE thing from each station that you learned. Answer must be in a COMPLETE SENTENCE!</li> <li>b. Which of the three stations did you find the most interesting?</li> <li>c. Why?</li> </ol> </li> </ol> <p><b>Day 14</b>  <b>KWBAT describe the social classes and gender roles in the ancient Greek world</b></p>	Exit Ticket

A	<p><b>KWBAT describe the Greek government system of direct democracy</b></p> <p><b>KWBAT describe the role of art and literature in ancient Greece</b></p> <ol style="list-style-type: none"> <li>1. Teacher will pass out and go over CFS for the writing piece that students will complete using their notes from the stations as a guide.</li> <li>2. Students will complete a picture and begin their first drafts on two paragraphs. Students will have the chance to decide which two out of the three topic choices they want to write about (social classes and gender roles, government system AND/OR the role of art and literature). By the end of day 14 students should have at least their first drafts of their two paragraphs AND at least one picture complete.</li> </ol>	
M, T	<p><b>Day 15</b>  <b>KWBAT write a paragraph that describes the most important aspects of government, arts or social classes that you learned about this week.</b></p> <ol style="list-style-type: none"> <li>1. Students will work independently to complete their writing and art assignments.</li> <li>2. By the end of the class students should have a second/final draft of their two paragraphs and both pictures complete.</li> </ol> <p><b><i>Week 4 essential question:  What did some important ancient Greeks contribute to the world?</i></b></p>	<p>Informative paragraph</p> <p>Research check-in (informal)</p>
A	<p><b>Day 16</b>  <b>KWBAT begin research on their important ancient Greek using their CFS</b></p> <ol style="list-style-type: none"> <li>1. Teacher will go through criteria for success (CFS) for research project with students.</li> <li>2. Students will choose or be assigned their important Greek figure to research</li> <li>3. Students will spend the remainder of class completing their note catcher with important information needed for their write-up</li> </ol> <p><b>Day 17</b></p>	<p>Completed research</p>

A, M	<p><b>KWBAT complete their research on their ancient Greek</b></p> <ol style="list-style-type: none"> <li>1. Students will work during the entire class period to complete their research on their ancient Greek figure, using a note-catcher to record their information</li> <li>2. If some students finish their research, they can begin the writing piece using the template provided.</li> </ol>	First draft
M	<p><b>Day 18</b>  <b>KWBAT use their research to begin a write-up using the template provided</b></p> <ol style="list-style-type: none"> <li>1. Students will use their CFS to write a 2-3 paragraph piece on the impact and importance of the Greek figure they researched</li> <li>2. Students who finish can begin to peer edit and start on their second/final draft of their writing piece</li> </ol>	Final draft
T	<p><b>Day 19</b>  <b>KWBAT complete their write-up.</b>  <b>KWBAT put together their magazine with paragraphs, images, etc.</b></p> <ol style="list-style-type: none"> <li>1. Students will complete their final draft of their 2-3 paragraph piece on the impact and importance of the Geek figure they researched.</li> <li>2. When final drafts are complete, students can work to complete images, and any missing paragraphs from throughout their magazine.</li> <li>3. Students may also need to use this time to glue together and decorate their magazine</li> </ol>	Final draft
T	<p><b>Day 20</b>  <b>KWBAT complete their magazine</b></p> <ol style="list-style-type: none"> <li>1. Students will work independently to complete images, and any missing paragraphs from throughout their magazine.</li> <li>2. Students may also need to use this time to glue together and decorate their magazine.</li> <li>3. Students may spend the last 10-15 minutes of class sharing their completed magazines with their partner and answering any questions they may have about them.</li> </ol>	

## Magazine Rubric

	<b>Exceeds Expectations (90-100)</b>	<b>Meeting Expectations (80-89)</b>	<b>Approaching Expectations (70-80)</b>	<b>Below Expectations (50-69)</b>
<b>Writing Process</b>	Student can show at least TWO drafts of each paragraph they write with clear editing marks on their first draft and changes from draft 1 to draft 2.	Student only has some paragraphs with multiple drafts or does not show changes from draft 1 to draft 2.	Student is missing several first drafts or does not show many changes between drafts.	Student does not have multiple drafts of any paragraphs.
<b>Paragraph structure</b>	Paragraphs are correctly structured, including an introduction and conclusion sentence that show pizzazz and a minimum of three body sentences that connect to and support the main idea.	Most paragraphs are mostly structured correctly, but may not show pizzazz in the intro or conclusion or be missing strong body sentences.	Several paragraphs are too long or too short and/or there is not cohesion between introduction, body and conclusion sentences. Paragraph does not show pizzazz.	Paragraphs are disjointed, lacking pizzazz and appropriate length
<b>Information</b>	Writing correctly informs the reader about an aspect of ancient Greek life in an interesting and accurate way.	Most information informs the reader about an aspect of ancient Greek life.	Information is missing from some sections or is not backed up with any evidence.	Information is missing from most sections, does not make sense, or is inaccurate.
<b>Citations</b>	Student correctly uses citations to give credit to their sources of information. Especially on sections that required student research.	Student has most citations correctly completed throughout their magazine.	Citations are clearly missing from several areas of magazine.	Citations are missing from the magazine.
<b>Images</b>	At least 4 colorful images that support the writing (should include instagram image on god or goddess).	Student has most images colored in, and mostly supporting the writing to which they connect.	Some images are missing, incomplete or "thrown together"	Images are missing from the magazine or are extremely sloppy
<b>Neatness/ Organization</b>	Magazine shows careful planning, effort, organization and neatness.	Magazine shows planning and effort, but has a few areas that appear sloppy.	Magazine appears to be somewhat "thrown together" or rushed and has several areas that are sloppy or illegible.	Magazine appears "thrown together", is incomplete or is illegible.

## **Day 1 Materials**

Use the following list of important historical events to add to your timeline. You will use your ipad to find the date for when each of these events took place and then add the event in the correct space on your timeline!

1. Ancient Egyptians built the pyramids
2. The birth of Jesus
3. You were born
4. Christopher Columbus “discovers” America
5. Martin Luther King gave his “I have a Dream” speech
6. KIPP Camino was founded
7. George Washington became the first president of the United States
8. World War I
9. The first Olympics
10. The Civil War

Now shade in the following dates using a colored pencil. This is the period of “ancient Greece” that we will be studying in this unit!

**770 B.C.- 148 A.D.**

## Day 2 Materials

Using the map of Europe in your student atlas, you must fill in the blank map below. Be sure to include:

1. All bodies of water
2. All countries with their country names



## Day 3 Materials

Using your student atlas, fill in the following items on your map

1. Sparta
2. Athens
3. Mount Olympus
4. Mediterranean Sea
5. Aegean Sea



Source: Software Tool Works World Atlas; 1993

1. How high is Mount Olympus?
2. What is the climate of Sparta?
3. What is the climate of Athens?





## Day 6 Materials

KWBAT complete a Cornell Notes summary on the importance of religion in ancient Greek culture.

KWBAT complete a graphic organizer about the 12 Olympians based on web research.

### Cornell Notes (underlines are blanks for students to fill in)

What were the ancient Greeks' religious beliefs?	The ancient Greeks believed in many different <u>gods and goddesses</u> . The ancient Greeks believed that these gods and goddesses <u>controlled</u> every aspect of life.
Why was it important to please the gods?	The ancient Greeks believed that happy gods <u>helped</u> people, and unhappy gods <u>punished</u> people. That meant that it was very important to honor the gods and keep them happy.
How did the ancient Greeks worship and honor the gods?	Every city built <u>temples</u> to each god to honor them. The temple usually contained a statue of the god or goddess, and was looked after by a priest. The ancient Greeks held many <u>festivals</u> every year outside the temples to honor the god or goddess.
What were the gods and goddesses like?	The ancient Greeks believed that the gods and goddesses behaved like <u>humans</u> . They fought, fell in love, and had children. Unlike humans, the gods and goddesses were <u>immortal</u> , meaning they lived forever. In Greek mythology, humans are referred to as <u>mortals</u> because they did not live forever.
Where did the gods and goddesses live?	The ancient Greeks believed that the main gods and goddesses lived at the top of <u>Mount Olympus</u> , the highest mountain in Greece. They thought this because the mountain was so tall and cloudy that no one could see the top.
Who were the Olympians?	The Olympians were the <u>twelve</u> main gods and goddesses who lived on Mount Olympus.

Directions: Fill in the graphic organizer with information about the twelve Olympian gods and goddesses. Use the following websites:

<http://greekgodsandgoddesses.net/>

[http://www.ancientgreece.co.uk/gods/explore/exp\\_set.html](http://www.ancientgreece.co.uk/gods/explore/exp_set.html)

<http://www.rickriordan.com/books/percy-jacksons-world/resources/explore-greek-mythology/meet-the-greek-gods>

(chart is shown as complete for teacher use, but should be given to students with columns 2-4 blank)

Name	God or goddess?	god or goddess of...	Symbols to represent this god or goddess
Zeus	God	The sky, king of gods	Thunderbolt
Hera	Goddess	Marriage, queen of Olympus	Pomegranate
Poseidon	God	The sea	Trident, fish
Demeter	Goddess	Agriculture	Cornucopia, wheat
Athena	Goddess	Wisdom and war	Owl
Apollo	God	The sun, the Light, the Music and the Prophecy	Bows and arrows
Artemis	Goddess	The hunt, forests and hills, the moon, archery	Bows, arrows
Ares	God	War	Spear, helmet
Aphrodite	Goddess	love, beauty, eternal youth	Dolphin, rose
Hephaestus	God	Fire and metalworking	Hammer, anvil
Hermes	God	Messenger of the gods	winged sandals, rooster
Hestia	Goddess	The hearth and home	The hearth and its fire

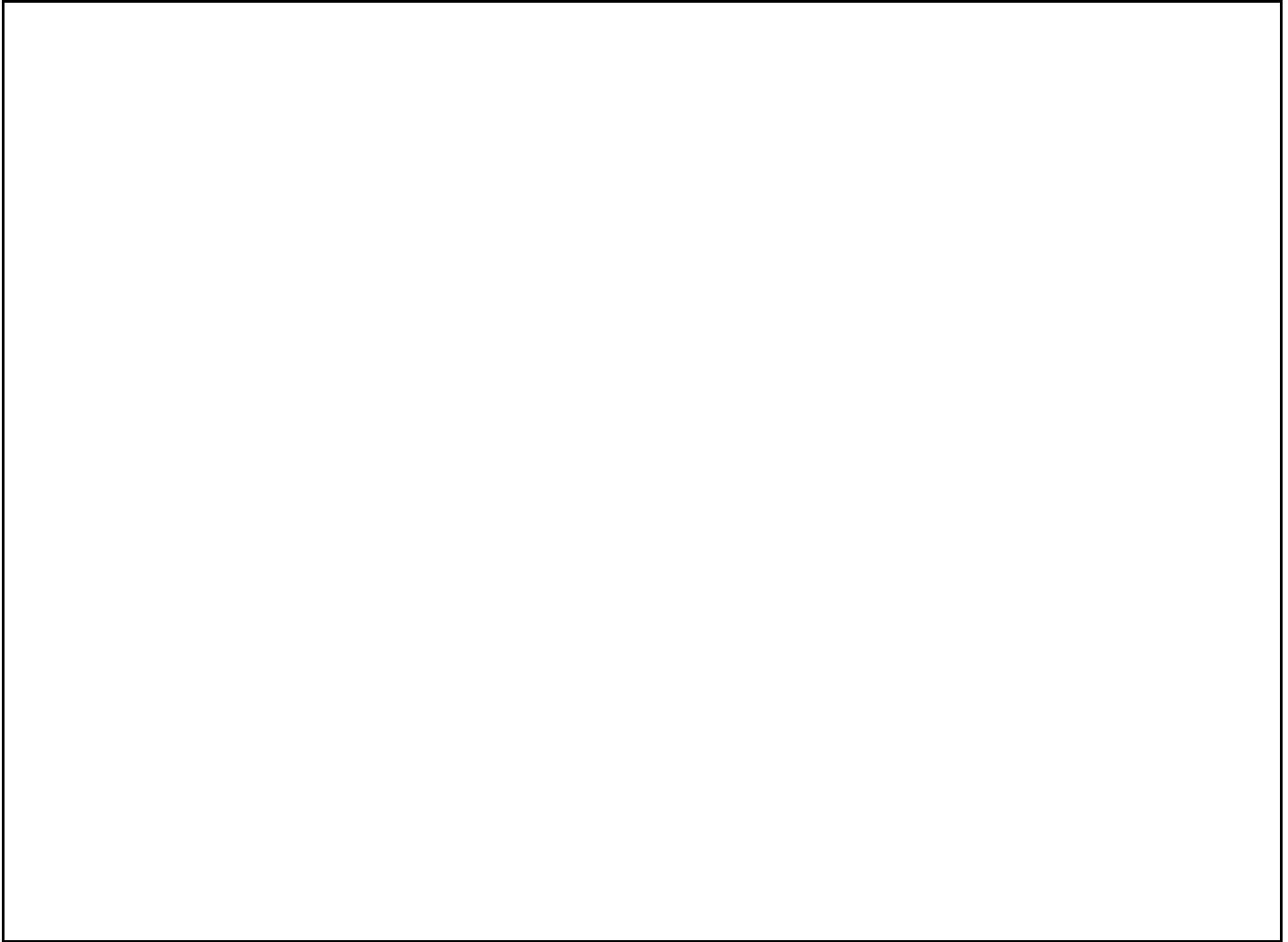
## Day 7 Materials

KWBAT research a god or goddess of their choice and create an Instagram post that shows important information about that god or goddess.

1. What is your god or goddess' name?
2. What does this god or goddess rule over?
3. What symbols represented this god or goddess? Why?
4. What other gods and goddesses is this god related to?
5. What festivals celebrated this god?
6. What places are associated with this god (where were they from/where did they live/where is there a temple to them)?
7. Why was this god important to the ancient Greeks?
8. What are two other interesting facts or stories about this god?

Directions: Create an Instagram post from your god or goddess. Create a username that shows something about the god, draw a picture that represents the god, and write a caption that tells something about the god. Be creative!

User name: @\_\_\_\_\_



Caption:

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## Day 8 Materials

KWBAT explain why myths were important to the Greeks by studying the example of Demeter and Persephone.

Story (From <a href="http://greece.mrdonn.org/greekgods/demeter.html">http://greece.mrdonn.org/greekgods/demeter.html</a> )	Questions
<p>Zeus, the king of all the gods, had two brothers and three sisters. Each had an important job. His sister, Demeter, was in charge of the harvest. If Demeter did not do her job, the crops could die, and everyone would starve. It was important to keep Demeter happy. Everyone helped out with that - both gods and mortals. It was that important.</p> <p>As the story goes ....</p> <p>Demeter loved her little daughter, Persephone. They played together in the fields almost every day. As Persephone smiled up at her mother, Demeter's heart swelled with happiness, and the crops grew high and healthy. Flowers tumbled everywhere. As time passed, Persephone grew into a lovely goddess. That's when the trouble started.</p> <p>Hades, the king of the underworld, was a gloomy fellow. He normally hung out in the Underworld.</p> <p>One day, Hades felt restless. He decided to take his three-headed dog out for a chariot ride. Cerberus, his dog, usually stood guard at the gate to Underworld. But Hades gave his pup a break now and then. He scooped up Cerberus, and left a couple of spirits in charge instead.</p> <p>Hades flew his chariot up to earth. Cerberus leaped out of the chariot and ran around, sniffing flowers with all three of his heads. The dog ran up to a lovely young woman, the goddess Persephone. Some people might have been startled if a three-headed dog came tearing up. But Persephone only laughed and scratched his heads.</p> <p>Hades loved that old dog. He watched his dog playing happily with Persephone. He heard Persephone's delighted laugh. Hades fell deeply in love. Before anyone could stop him, he grabbed his niece, his dog, and his chariot and dove deep into</p>	<ol style="list-style-type: none"><li data-bbox="846 506 1430 569">1. Why was it so important to keep Demeter happy?</li><li data-bbox="846 940 1455 1003">2. What happens whenever Demeter watches her daughter Persephone? Why?</li><li data-bbox="846 1276 1459 1402">3. What does Hades do to Persephone? How will Demeter probably feel about this? What might happen as a result of her feeling this way?</li></ol>

the darkest depths of the Underworld.

Hades locked Persephone in a beautifully decorated room in the Hall of Hades. He brought her all kinds of delicious food. Persephone refused to eat. She had heard if you ate anything in Hades, you could never leave. She had every intention of leaving as soon as she could figure out how to do so.

Over a week went by. Finally, in desperate hunger, Persephone ate six pomegranate seeds. She promptly burst into tears.

She was not the only one crying. Demeter, her mother, missed her daughter terribly. She did not care if the crops died. She did not care about anything except finding her daughter. No one knows who told Zeus about it, but it was clear this could not go on. Zeus sent his son Hermes to work a deal with Hades.

This was the deal Hermes worked out: If Persephone would marry Hades, she would live as queen of the Underworld for six months each winter. In the spring, Persephone would return to earth and live there for six months. No one especially liked the deal, but everyone finally agreed.

Every spring, Demeter makes sure flowers are blooming and crops are growing and the fields are green with welcome. Every fall, when Persephone returns to the underworld, Demeter ignores the crops and flowers and lets them die. Each spring, Demeter brings everything to life again, ready to welcome her daughter's return.

4. Why does Persephone cry after eating the pomegranate seeds?

5. What deal does Hermes make with Hades? What will happen with Persephone?

6. What happens on Earth when Persephone is in the underworld? What happens when she returns?

Exit Ticket: The ancient Greeks used myths to explain things about the world that they did not understand. Why would the story of Demeter and Persephone have been important to the ancient Greeks? What does it help explain?

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Exemplar answer:

The story of Demeter and Perspehone was important to the ancient Greeks because it explains why there are different seasons. It also explains why crops grow during part of the year but not the other part. Since the ancient Greeks believed that the gods and goddesses influenced all aspects of life, it makes sense that Demeter, the goddess of agriculture, would determine when crops grow. The ancient Greeks also believed good or bad things happen depending on if the gods are pleased or not. Good things happen when Demeter is with her daughter: the crops grow. Bad things happen when she is upset: the crops die.



## Day 9 Materials

KWBAT create a storyboard that illustrates the causes and effects of the Trojan War.

(Source [http://historylink101.com/2/greece2/judgement\\_paris.htm](http://historylink101.com/2/greece2/judgement_paris.htm))

(Source [http://historylink101.com/2/greece2/trojan\\_war.htm](http://historylink101.com/2/greece2/trojan_war.htm))

### The Judgement of Paris

The wedding of Peleus and Thetis, a sea goddess, was a large event. The wedding was very popular, and most of the important gods and mortals were invited. One goddess who was not invited was Eris, the goddess of discord (disagreement). She threw a golden apple into the crowd with the words "The Fairest" written on it. Three goddesses, Hera, Athena, and Aphrodite all claimed the apple should be for them. To resolve the disagreement Zeus appointed Paris, a Trojan prince, to judge the contest.

All three goddesses bribed Paris. Hera offered Paris control over Asia. Athena offered him wisdom and victory in battle. Aphrodite offered him the most beautiful woman in the world. Paris picked Aphrodite for the title "The Fairest." In return Aphrodite helped Paris kidnap Helen, wife of the King Menelaus of Sparta.

1. Why did Eris throw a golden apple into the crowd at the wedding?
2. What argument did the apple cause? Why?
3. How did the different goddesses bribe Paris? Who did he choose and why?
4. What was Paris's reward for choosing Aphrodite? Why might this be a problem?

### The Trojan War Begins

The cause of the Trojan War can be traced all the way back to the courtship of Helen. Helen was stunningly beautiful. Many Greek princes courted her for marriage. Her step father feared that trouble from rejected suitors would follow Helen and her groom. To ensure Helen's safety, her stepfather made all the men who wanted to be her husband, swear an oath to protect Helen and her chosen

1. Who was Helen married to? What did all of the other Greek men promise to do?
2. Why did the Greeks send 1,000 ships to

<p>groom. Helen chose King Menelaus of Sparta and they were married.</p> <p>When Paris kidnapped Helen and took her to Troy, all the Greek princes were bound by the oath they had taken when they were courting her. Since it was their duty to help Menelaus recover Helen, the Greeks sent one thousand ships to Troy to recover Helen; hence the saying, "A face that could launch a thousand ships".</p>	<p>Troy?</p> <p>3. What is meant by the saying "a face that could launch a thousand ships?"</p>
<p><b>The Trojan War Ends</b></p> <p>For the first nine years of the war, the Greeks attacked the surrounding cities and outlying areas to cut off the food supply from Troy. The city of Troy itself had huge walls which were built with the help of the gods. It was not until the tenth year that the Greeks attacked the city of Troy itself.</p> <p>Odysseus, a Greek general, had an idea. His plan was to build a horse, a beautiful and huge wooden horse, and leave it outside the gate. Then, the entire Greek army would pretend to leave, as if they had finally admitted defeat. But the horse would be hollow. Thirty men would be hiding inside. That's what they did.</p> <p>As the Greek warriors sailed away, the people of Troy rushed outside, cheering. They found the horse. Fortunately, they did not try to burn the horse. They dragged the horse inside the city gates to keep it on display, which is just what the Greek general thought they would do - brag.</p> <p>That night, while the Trojan people were sleeping, the men hiding inside the wooden horse climbed out and opened the gates. The waiting Greek army entered Troy. That was the end of Troy.</p>	<p>1. How many years did the Trojan war last?</p> <p>2. How did the Greeks finally defeat the Trojans?</p>

