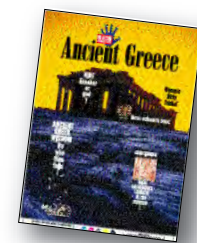




# Teacher's Guide

# Ancient Greece



## Dear Educator,

Take a stroll through the land that brought us the Olympics, the Hippocratic oath, the scientific method, and modern theater! With **KIDS DISCOVER Ancient Greece**, your young historians will learn about the fascinating topics at right.

This Teacher's Guide is filled with activity ideas and blackline masters to help your students enjoy and learn more from *Ancient Greece*. Select or adapt the activities that suit your students' needs best.

Thank you for making **KIDS DISCOVER** a part of your classroom.

Sincerely,

**KIDS DISCOVER**

P.S. We would love to hear from you!  
E-mail your comments and ideas to [teachers@kidsdiscover.com](mailto:teachers@kidsdiscover.com)

## Meeting the Standards

✓ World History: Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

✓ History: The History of Peoples of Many Cultures Around the World – *National Standards for History*

✓ Visit [www.kidsdiscover.com/standards](http://www.kidsdiscover.com/standards) to find out more about how **KIDS DISCOVER** meets state and national standards.

## PAGES WHAT'S IN ANCIENT GREECE

- 2-3 Great Greece!**  
The remarkable ancient Greeks, their alphabet, and their gods
- 4-5 Awesome Athens**  
A sprawling view of the buildings, temples, rocky hills that made up ancient Athens
- 6-7 Greek Folk**  
How did the rich and poor in ancient Greece live?
- 8-9 The Sporting Life: The Olympics**  
Where were the Olympics held and what competitions took place?
- 10-11 The Trojan Horse**  
How a wooden horse helped the ancient Greeks destroy Troy
- 12-13 Lasting Achievements**  
Great Greeks who influenced philosophy, medicine, science, and democracy
- 14-15 Drama, Literature, History, and Architecture**  
The legacies of ancient Greeks live on
- 16-17 Digging up the Past**  
Shipwrecks and excavations help uncover the past
- 18-19 Student Activities**  
Unscramble the gods, plus an acrostic, crossword, connect-the-dots, and resources

## • IN THIS TEACHER'S GUIDE •

**2 Prereading Activities**

**3 Get Set to Read (Anticipation Guide)** 

**4 Discussion and Writing Questions**

**5-6 It's in the Reading (Reading Comprehension)** 

**7 Everything Visual (Graphic Skills)** 

**8 Cross-Curricular Extensions**

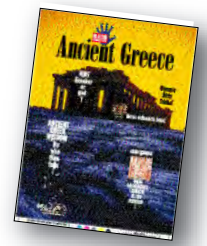
**9-12 Answer Keys to Blackline Masters**

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# PREREADING ACTIVITIES



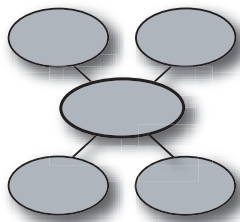
**B**efore distributing **KIDS DISCOVER Ancient Greece**, activate students' prior knowledge and set a purpose for reading with these activities.

## Discussion

To get students thinking about how this topic relates to their interests and lives, ask:

- ✓ *What are some activities, objects, or ideas that are common today that you think started in ancient Greece?*
- ✓ *What questions do you have about ancient Greece?*

## Concept map



**E**xplain to students that they will be reading *Ancient Greece*. Ask: *What are some words that are related to ancient Greece?* List students' responses on the board. (See box below for some terms they may suggest.) After

creating a list, ask students to group the words into categories, such as **People** or **Places**. Create a concept map by writing *Ancient Greece* on the board and circling it. Write the categories around the circle and draw lines between the ideas to show connections. Then write the words from the list around the appropriate categories. Encourage students to add to the concept map as they read *Ancient Greece*.

### KEY TERMS

- |                |                     |
|----------------|---------------------|
| ✓ Athens       | ✓ pentathlon        |
| ✓ Homer        | ✓ Parthenon         |
| ✓ Socrates     | ✓ Peloponnesian War |
| ✓ Plato        | ✓ Archimedes        |
| ✓ Aristotle    | ✓ Macedonians       |
| ✓ Trojan horse | ✓ myth              |

## Get Set to Read (Anticipation Guide)



**C**opy and distribute the **Get Set to Read** blackline master (page 3 of this Teacher's Guide). Explain to students that this **Anticipation Guide** will help them find out what they know and what misconceptions they have about the topic. **Get Set to Read** is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the **Before Reading** column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:

- ◆ **Have students** work on their own or in small groups to complete the entire page.
- ◆ **Assign pairs** of students to focus on two statements and to become "experts" on these topics.
- ◆ **Ask students** to complete the **Before Reading** column on their own, and then tabulate the class's answers on the chalkboard, on an overhead transparency, or on your classroom computer.
- ◆ **Review the statements** orally with the entire class.

If you predict that students will need assistance finding the answers, complete the **Page Number** column before copying **Get Set to Read**.

## Preview

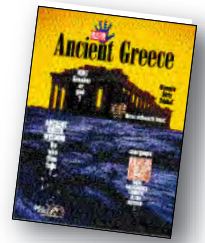
**D**istribute *Ancient Greece* and model how to preview it. Examine **titles, headings, words in bold-face type, pictures, charts, and captions**. Then have students add new information to the **Concept Map**. If students will only be reading a few pages at one sitting, preview only the selected pages.

## BE WORD WISE WITH POWER VOCABULARY!

**Y**ou have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher's Toolbox CD-ROM and find your title to access these valuable resources:

- ◆ Vocabulary cards
- ◆ Crossword puzzle
- ◆ Word find
- ◆ Matching
- ◆ Cloze sentences
- ◆ Dictionary list

◆◆◆◆◆ [www.kidsdiscover.com](http://www.kidsdiscover.com) ◆◆◆◆◆



Name \_\_\_\_\_ Date \_\_\_\_\_

# Get Set to Read

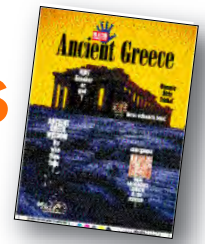
What do you know about Ancient Greece? In **Before Reading**, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Ancient Greece**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. Religion was not a part of the lives of Ancient Greeks.	_____	_____
_____	2. The Greek marketplace was used for business purposes only.	_____	_____
_____	3. Greeks met in places called <i>gymnasia</i> to exchange ideas.	_____	_____
_____	4. The Greek Olympics included athletes of many nationalities.	_____	_____
_____	5. Chariot races were a popular Olympic event.	_____	_____
_____	6. The Trojan Horse helped the Trojans defeat the Greeks.	_____	_____
_____	7. Ancient Greek democracy was very similar to American democracy today.	_____	_____
_____	8. The Greeks created only one important architectural style.	_____	_____
_____	9. One way to learn about Ancient Greece is to study paintings on pottery.	_____	_____



# DISCUSSION & WRITING QUESTIONS



Use the following questions as oral discussion starters or for journaling. For additional in-class discussion and writing questions, adapt the questions on the reading comprehension blackline masters on pages 5 and 6.

### All pages

Life 2,500 years ago was quite different from life today. Ask:

- ✓ *What things that you have today do you think you would miss most if you lived in ancient Greece? Why?*

### Pages 2–3

The agora, or marketplace, was the heart of Athenian social and economic life. Ask:

- ✓ *Is there a center of social and economic life in your city?*
- ✓ *What is the center of social life in your neighborhood?*

### Pages 4–5

After students read about the practice of ostracizing unpopular politicians on page 5, ask:

- ✓ *Do you think it is a good idea to vote to remove unpopular politicians?*
- ✓ *Could this policy work in the United States? Why?*

### Pages 6–7

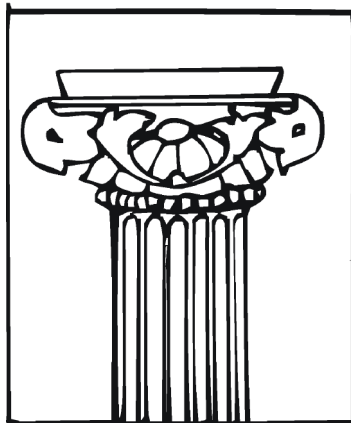
Girls in ancient Greece stayed home and learned to weave and do other household tasks. Ask:

- ✓ *Why do you think only boys were allowed to go to school?*
- ✓ *Do you think that getting a school education is important? Why?*

### Pages 6–7

Ancient Greeks studied debating. Ask:


- ✓ *Why do you think debating might be a useful subject to study?*
- ✓ *What skills do good debaters have?*
- ✓ *Do you think that you have the skills to be a good debater?*
- ✓ *What jobs require people to debate issues?*



### Pages 8–9

Some people would like to be skilled enough to compete in the Olympics. Others feel that spending one's childhood training for a few moments of glory is a waste of time. Ask:

- ✓ *How do you feel about training for years for the chance to compete in the Olympics?*
- ✓ *Would you like to be in the Olympics? Why? What event would you like to compete in?*



**Add KIDS DISCOVER issues and a class set of blackline masters to your substitute teacher folder for when you are absent.**

### Pages 10–11

- ✓ *In the story about the Trojan horse, why do you think the Greeks decided to “sneak” into Troy in a horse rather than fight to get in?*

### Pages 12–13

Juries today and in ancient Greece were different. Ask:

- ✓ *Which do you think is better, the modern juries that are made up of 12 men and women, or the Ancient Greek juries that were made up of 200 people? Why?*

### Pages 14–15

The ancient Greeks enjoyed two types of plays: tragedies and comedies. Ask:

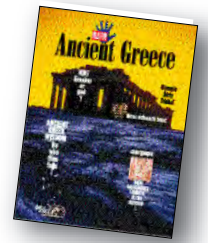
- ✓ *Do you prefer to watch serious plays and movies or comedies?*
- ✓ *Why do you think some people prefer comedies and others prefer serious plays such as tragedies?*

### Pages 16–17

- ✓ *Why do you think people feel that it is important to study ancient Greece?*

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Name \_\_\_\_\_ Date \_\_\_\_\_

## It's in the Reading

After reading **KIDS DISCOVER Ancient Greece**, choose the best answer for each question. Fill in the circle.



*Find your answers on the pages shown in the book icon next to each question.*

**1. One thing not practiced by the Greeks to honor their gods was \_\_\_\_.**

- A. building great temples for them
- B. giving them elaborate offerings
- C. focusing on their godlike traits
- D. consulting them for advice



**2. A word that probably came from the Greek word *ostrakon* is \_\_\_\_.**

- A. ostrich
- B. trike
- C. ostracize
- D. optimistic



**3. If you wanted to see your friends and shop in Ancient Greece, you would probably go to the \_\_\_\_.**

- A. Acropolis
- B. agora
- C. Odeon
- D. Tholos



**4. The best description of the ancient Greeks' idea about society is that \_\_\_\_.**

- A. wealthy people deserve more than others
- B. all men have equal rights and responsibilities
- C. a few citizens should take responsibility for all
- D. society depends on great individuals



**5. A major difference between the ancient Greek Olympics and our Olympics today is that \_\_\_\_.**

- A. Greek athletes competed for money
- B. track events were not part of the Greek Olympics
- C. Greek athletes were not very competitive
- D. people from only one nation could compete in the Greek Olympics



**6. Based on the story of the Trojan Horse, the Greek army could be described as \_\_\_\_.**

- A. clever
- B. cruel
- C. kind
- D. inexperienced



**7. A person who faces tragedy without showing grief or sadness could be described as a follower of \_\_\_\_.**

- A. Socrates
- B. Plato
- C. Aristotle
- D. Zeno



**8. Voting yes or no on a proposal to raise taxes is an example of \_\_\_\_.**

- A. the Hippocratic oath
- B. the Socratic method
- C. direct democracy
- D. representational democracy



**9. The best description of theater in ancient Greece is \_\_\_\_.**

- A. a form of entertainment enjoyed by everyone
- B. a performance that emphasized tragedy
- C. an event attended by the wealthy
- D. an art form that did not interest the Greek people



**10. The simplest style of Greek architecture is \_\_\_\_.**

- A. Corinthian
- B. Ionic
- C. Doric
- D. Athenian



**11. Shipwrecks help us learn about the past because they \_\_\_\_.**

- A. show the forms of transportation of ancient peoples
- B. have preserved artifacts that tell about life in the past
- C. hold writings by past authors
- D. give clues about ancient warfare



**12. Based on the discussion of digging up ancient Greece, the most accurate description of archaeology is that it \_\_\_\_.**

- A. consists of lucky finds
- B. produces invaluable information about the past
- C. produces interesting but unimportant objects
- D. is like a treasure hunt that can make people very wealthy



**13. Suppose you had lived in ancient Greece. What part of life would you have enjoyed most? Describe ways in which this was unique to ancient Greece and explain why you would have liked it.**

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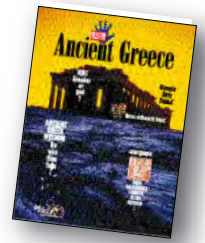


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Name \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

An illustration with labels helps you both visualize and identify the parts of a person, place, or thing. Study the labeled illustration of Athens on pages 4–5. Then answer the questions.

1. Name four places or things in Athens that are devoted to the Greeks' religious life.

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2. Describe the location of the Parthenon. What does its location express about the Greek people?

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3. Name three buildings used by the government of Athens.

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4. What role did stoas play in Athens? Judging by the illustration, do you think shopping was an important part of life to ancient Greeks?

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5. Describe the geographical features of Athens.

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6. List two or three words that describe the city of Athens.

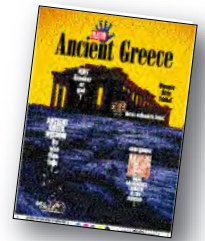
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7. What does the design and content of the city of Athens say about the ancient Greeks who built it?

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**H**ave students try these activities to expand their knowledge and interest in ancient Greece.

## Social Studies, Math.

Several dates are mentioned throughout the issue. Distribute small pieces of paper to students. When they come across a date in the issue, students should write on a paper the date and a brief sentence describing what happened in the year. Next, remind students how to organize B.C. dates in a time line and ask students to put the papers in time line order. Then have students research and write about some additional important events from around the world that took place during these years. Students can then create word problems based on the time lines, such as “How long was the Golden Age of Athens?”

## Language Arts

Invite students whose native language has an alphabet different from ours to write the alphabet on the board. Ask the student to pronounce each letter and to teach the class some key words, such as “hello,” “thank you,” and “good-bye.”



## Art, Social Studies

Have students choose a Greek god or goddess shown at the bottom of pages 2–3 or one they have researched. Ask students to draw their own version of what that god might look like. The god may be dressed in clothing from ancient Greek times or may have an up-dated look wearing modern fashions. Then students can come up with other gods, such as the god of schools or the god of peace, and draw their version of these gods.

## Social Studies, Language Arts

Have students research and write a report on one aspect of the modern Olympics that is of interest to them. Topics may include a specific sporting event, tradition, such as lighting the Olympic torch, or a symbol, such as the Olympic rings. Ask students to include how this aspect has changed since the ancient Olympics and the history of the event or tradition.

**Give students opportunities to earn extra credit by reading and summarizing a KIDS DISCOVER issue.**

## Math, Geography

Have students locate Greece on a map. Have them chart a route from their hometown to Athens, Greece, and figure out the distance in miles between the two cities.

## Social Studies

Debating was popular in ancient Greece. As a class, make a list of several topics that could be debated, such as “Should there be school twelve months a year?” or “Should uniforms be mandatory in all schools?” Select a topic, divide the class in half, and assign each half one point of view. Ask each side to list several reasons to support its point of view. Students should anticipate what the other side might say in its argument, and counter those ideas with ideas of their own.





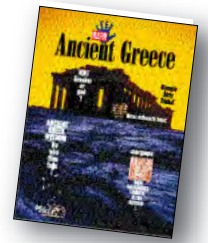
Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Get Set to Read

What do you know about Ancient Greece? In Before Reading, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Ancient Greece**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading	After Reading	Page Number
_____ 1. Religion was <del>not a part of</del> <b>central to</b> the lives of the ancient Greeks.	_____ <i>False</i>	_____ <i>p. 2</i>
_____ 2. The Greek marketplace was <del>used for business purposes only</del> <b>the heart of economic and social life.</b>	_____ <i>False</i>	_____ <i>p. 4</i>
_____ 3. Greeks met in places called gymnasia to exchange ideas.	_____ <i>True</i>	_____ <i>p. 7</i>
_____ 4. The Greek Olympics <del>included athletes of many nationalities</del> <b>were restricted to people who spoke Greek and of Greek descent.</b>	_____ <i>False</i>	_____ <i>p. 9</i>
_____ 5. Chariot races were a popular Olympic event.	_____ <i>True</i>	_____ <i>p. 9</i>
_____ 6. The Trojan Horse helped the <del>Trojans</del> <b>Greeks</b> defeat <del>the Greeks</del> <b>Troy.</b>	_____ <i>False</i>	_____ <i>p. 10</i>
_____ 7. Ancient Greek democracy was <del>very similar to</del> <b>not very much like</b> American democracy today.	_____ <i>False</i>	_____ <i>p. 13</i>
_____ 8. The Greeks created <del>only one</del> <b>three</b> important architectural styles.	_____ <i>False</i>	_____ <i>p. 15</i>
_____ 9. One way to learn about Ancient Greece is to study paintings on pottery.	_____ <i>True</i>	_____ <i>p. 16</i>



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- A. building great temples for them
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- C. focusing on their godlike traits (*details*)
- D. consulting them for advice



**2. A word that probably came from the Greek word *ostrakon* is \_\_\_\_.**

- A. ostrich
- B. trike
- C. ostracize (*word meaning; inference*)
- D. optimistic



**3. If you wanted to see your friends and shop in Ancient Greece, you would probably go to the \_\_\_\_.**

- A. Acropolis
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- D. Tholos



**4. The best description of the ancient Greeks' idea about society is that \_\_\_\_.**

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- B. all men have equal rights and responsibilities (*main idea*)
- C. a few citizens should take responsibility for all
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**5. A major difference between the ancient Greek Olympics and our Olympics today is that \_\_\_\_.**

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- D. people from only one nation could compete in the Greek Olympics (*comparison*)



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- A. clever (*draw conclusions*)
- B. cruel
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7. A person who faces tragedy without showing grief or sadness could be described as a follower of \_\_\_\_\_.

- A. Socrates
- B. Plato
- C. Aristotle
- D. Zeno (*draw conclusions*)



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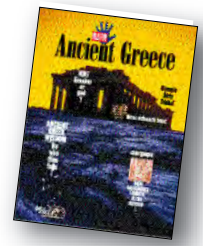
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13. Suppose you had lived in ancient Greece. What part of life would you have enjoyed most? Describe ways in which this was unique to ancient Greece and explain why you would have liked it.

*Answers will vary, but students should provide reasons for their choices.*



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

An illustration with labels helps you both visualize and identify the parts of a person, place, or thing. Study the labeled illustration of Athens on pages 4–5. Then answer the questions.

1. Name four places or things in Athens that are devoted to the Greeks' religious life.

*Parthenon, Erechtheum, Statue of Athena, Temple of Athena Nike, Hephaeston*

2. Describe the location of the Parthenon. What does its location express about the Greek people?

*The Parthenon stands on top of the Acropolis, a hill overlooking Athens, indicating the high position religion and the worship of Athena had for the Athenians.*

3. Name three buildings used by the government of Athens.

*Bouleuterion, Tholos, Court of Justice*

4. What role did stoas play in Athens? Judging by the illustration, do you think shopping was an important part of life to ancient Greeks?

*Stoas were buildings with shops. The size and number of stoa buildings indicate shopping was important to Athenians.*

5. Describe the geographical features of Athens.

*Athens is on the seacoast. It is mainly flat except for a large central hill and a few smaller hills.*

6. List two or three words that describe the city of Athens.

*Answers will vary. Possible descriptions are orderly, beautiful, and well organized.*

7. What does the design and content of the city of Athens say about the ancient Greeks who built it?

*Possible answer: It is designed to be both practical and attractive, so the people respected both practicality and beauty. They had well-rounded lives in which religion, government, and the arts all played parts.*