



March 12-14, 1998

ANCIENT GREECE ACROSS THE CURRICULUM

Grade Level: Sixth

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Length of Unit: One month to three weeks depending on subject-unit combinations

I. ABSTRACT

Ancient Greece can be a fun, exciting, and memorable educational experience when the material is covered at the same time across the curriculum. Focusing on Language Arts, this unit employs exceptional resources in literature, math, social studies, and science to illustrate successful lessons designed to engage students in their own learning and to seek further information independently. The unit provides units for each lesson which interrelate the material and thus reinforce the importance of ancient Greece in all areas, as well as connect the past with the present. Student samples are available for viewing.

II. OVERVIEW

A. Learning Goals/Objectives: Students will gain

1. knowledge and understanding of the legacy of ancient Greece.
2. knowledge and understanding of selected myths, gods and goddesses, and their impact on literature today.
3. knowledge of measurement and distance in the Olympic games, and the style of architecture for columns.
4. knowledge and understanding of the importance of Scientific knowledge in the modern world.

B. Connecting the past with the present: Language Arts serves as the foundation of this unit of interrelated lessons across the curriculum to emphasize the importance of ancient Greece to modern society.

C. Skills to be taught:

1. Developing vocabulary, oral and written
2. Creative response to history and literature
3. Context clues
4. Sequence of events
5. Writing process: prewriting, drafting, revising, editing, proofreading, and publishing
6. Responding to inferential and critical recall questions
7. Recognizing purpose in ancient Greek studies
8. Comparing and contrasting scientific discoveries with Greek myths and Olympic

games then and now

9. Basic research skills
10. Contrasting the people in the city-state Sparta with the people in the city-state Athens
11. Identifying major gods and goddesses and their realms
12. Understanding significant legacies of ancient Greece
13. Identifying column designs in architecture: Doric, Ionic, Corinthian
14. Using the metric system
15. Introducing archeology as an important science

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Shiotsu, Vicky. Greece: Ancient Civilization Series, Frank Schaffer Publications, 1997.
2. Deary, Terry. The Groovy Greeks, Scholastic, 1996.
3. Hamilton, Edith. Mythology, Boston: Little, Brown, and Company, 1942.

B. For Students:

1. Geography of ancient Greece
2. Weights and measurements
3. Research process (including bibliographies)
4. Cooperative group structure
5. Olympic introduction

IV. RESOURCES

A. Textbooks

1. Banks, James A. The World Past and Present, Level 6, Macmillan/McGraw-Hill School Publishing Co.: New York, 1993.
2. Mathematics Course 1, Glencoe/McGraw-Hill: Ohio, 1995.

B. Books

1. Evslin, Evslin, & Hoopes. The Greek Gods. Scholastic, Inc.: New York, 1966.
2. Hirsch, E.D., Jr., Kett, J.F., & Trefil, J. The Dictionary of Cultural Literacy. Houghton Mifflin: Boston, 1993.
3. Neil, M. Critical Thinking Skills: Math. Frank Schaffer Publications: California, 1993.
4. Shiotsu, V. Greece: Ancient Civilization Series. Frank Schaffer Publications, California, 1997.
5. Schwartz, M.K. The Olympics Past and Present. Carson-Dellosa Publishing Co.

Inc.: North Carolina, 1995.

6. Sylvester, D. & Wiemann, M. Mythology, Archeology, Architecture. The Learning Works, Inc., California, 1982.
7. "Catch the Spirit of Learning's Cooperation Game," Learning. February, 1992.
8. The Olympics: An Educational Opportunity, United States Olympic Committee.
9. Share the Olympic Dream, Griffin Publishing: California, 1995.
10. AIMS Education Foundation, 1986.
11. Vorderman, C. How Math Works. The Reader's Digest Association, Inc.: New York, 1996.

C. Teacher Generated Materials (The majority of the appendices were generated by the presenters.)

V. LESSONS

A. Language Arts Unit: Greek Mythology

1. Objective/Goal : The student will

- a. develop skills needed to respond to inferential and critical questions regarding reading materials.
- b. develop an understanding of and appreciation for Greek mythology through reading and discussion of Greek myths.
- c. create original illustrations of the gods, goddesses, and creatures of Greek mythology.
- d. use research techniques to advance their knowledge of specified gods and goddesses.
- e. respond to evaluative test questions pertaining to the Greek Mythology unit with 85% accuracy.

2. Materials

- a. The Greek Gods
- b. The Dictionary of Cultural Literacy
- c. Media Center access - reference/research books
- d. Art supplies: paper, coloring materials, etc.

3. Prior Knowledge for Students

Note: our students were not at a Core Knowledge School for the grades that covered ancient Greece.

4. Key Vocabulary

- a. God/Goddess
- b. Polytheism
- c. Mt. Olympus
- d. Realm

- e. Creature
- f. Oracle
- g. Prophecy
- h. Titan
- i. Myth
- j. Mythology
- k. Nectar
- l. Ambrosia
- m. Scythe
- n. Cyclops
- o. Styx
- p. Lyre
- q. Assuage
- r. Precedent
- s. Thwart
- t. Echo
- u. Narcissism
- v. Laurel
- w. Vengeance
- x. Pegasus
- y. Pantheon
- z. Temple
- aa. Sacrifice
- ab. Tunic
- ac. Altar

5. Procedures/Activities

a. Lesson One: Introducing the Gods (1 day)

(1) Students will have a copy of Edith Hamilton's Mythology, The Greek Gods, or teacher generated re-telling of the myth detailing the fall of Cronus and rise of the young gods.

(2) Through reading, class discussion, and note-taking, the student will record the Family Tree (Appendix A) of the gods and goddesses and the realms over which they rule (Appendix B).

(3) Recommended homework: Students begin to associate the gods with their realm while engaging in written spelling practice of their names.

b. Lesson Two: Creatures (1 day)

(1) After reviewing the gods and their realms in an "Around-the World" format, the students will use The Dictionary of Cultural Literacy to locate any number of creatures found in Greek mythology. (Allow 20-25 minutes)

(2) Randomly list all creatures on the board, eliminating those creatures that are not found in Greek mythology.

(3) Using background knowledge that you may possess, share one or two short stories (retelling) involving the creatures. (Be sure to explain that not all of the creatures are "monsters", i.e. Pegasus)

(4) Recommended homework: Student will sketch and color a Greek creature of their choice for publication. (Extra credit should be offered for 3-dimensional creature creations)

c. Lesson Three: Research (5 days)

(1) DAY 1 - Assign students to cooperative groups no larger than 5. In groups, students will select one of the gods or goddesses to explore. Discourage duplicate choices.

(2) Explain the parameters of the research project. As a mini-paper, it contains information and a bibliography. The group recorder will record the following parameters to guide the group research: God's Name and Origin, Family position/important relatives on Olympus, Realm, Powers, Dealings with humans in myths, Official city, tree, etc., Interesting information to share with the class.

(3) DAY 2 - Arrange with the media specialist to bring each class to the media center. Have him/her pull any books relating to the Greek gods and goddesses. Discourage the students from running to the encyclopedia or the on-line information on the first library visit.

(4) Recommended homework: Students will search their outside resources for information to contribute to the group.

(5) DAY 3 - Back to the media center to compile the homework data into the report. During this visit, the students may go to the encyclopedias and computers to finalize their data.

(6) DAY 4 - In the classroom, groups will write up one report together for final presentation.

(7) Recommended homework: Group members should create or locate visual aids to enhance the presentation.

(8) DAY 5 - Having divided the report into sections, groups will present their research to the class in sections, each member presenting a section.

d. Lesson Four: "Echo and Narcissus" (3 days)

(1) DAY 1 - Given the available story source, student will read silently as you read aloud from the myth "Echo and Narcissus," pausing to discuss key points and vocabulary in the story to improve understanding.

(2) Recommended homework: Students will answer inferential and critical recall questions about the myth in complete sentences.

(3) DAY 2 - Review the homework answers after allowing a 6-7 minute "Homework Huddle" (A pair of students compare and discuss their answers. They may change anything they feel is incorrect. The key to this exercise is discussion, not copying).

(4) Review all information given to this point in a game show format: gods, goddesses, realms, creatures, "Echo and Narcissus."

(5) Recommended homework: Students will study for mid-way evaluation.

(6) DAY 3 - Evaluative quiz (Students will respond to teacher generated quiz covering the lessons to this point with 90% accuracy).

e. Lesson Five: "Apollo and Daphne" (2 days)

(1) DAY 1 - Given the available story source, student will read silently as you read aloud from the myth "Apollo and Daphne," pausing to discuss key points and vocabulary in the story to improve understanding.

(2) Recommended homework: Students will answer inferential and critical recall questions about the myth in complete sentences (Appendix C).

(3) DAY 2 - Review the homework answers after allowing a 6-7 minute "Homework Huddle."

f. Continuing lessons: We recommend continuing the unit with the following myths: "Pygmalion and Galatea" and "Orpheus and Euridice" using the procedures outlined above.

6. Evaluation/Assessment

- a. Knowledge and understanding of the gods and goddesses of Mt. Olympus and their realms will be evaluated with 95% accuracy using a matching instrument (Appendix D).
- b. Appreciation for the rich heritage of ancient Greek myths will be assessed through teacher observation.
- c. Students will answer inferential and critical recall questions with 85% accuracy to assess their knowledge of individual myths. (Appendix C)
- d. Knowledge and understanding of vocabulary words and/or spelling words will be evaluated through the use of a standard oral quiz with 85% accuracy.
- e. The students will complete a cumulative final exam, teacher choice of questions and format, with 85% accuracy.

B. Social Studies Unit: The Greek Legacy

1. Objective/Goal : The student will

- a. understand cultural borrowing, how it brought writing to the Greeks, and preserved the Greek legacy.
- b. develop an understanding and knowledge of the polis organization.

- c. contrast Sparta and Athens.
- d. understand and be able to present the differences in the 3 architectural designs of Greek columns.
- e. develop and understanding of and appreciation for the early beginnings of theater and philosophy.

2. Materials

- a. The World Past and Present, Level 6
- b. The Greek Alphabet (Appendix E)
- c. Art supplies: paper, coloring materials, etc.

3. Prior Knowledge for Students

- a. Geography of ancient Greece - the "Aegean World"
- b. Bodies of water important to Greece
- c. Areas of early colonization
- d. Greek use of water transportation to promote foreign trade

4. Key Vocabulary

- a. Peninsula
- b. City-state
- c. Slave
- d. Acropolis
- e. Temple
- f. Grid
- g. Athens
- h. Sparta
- i. Parthenon
- j. Democracy
- k. Assembly
- l. Homer
- m. Aeschylus
- n. n. Aristophanes
- o. Aristotle
- p. Plato
- q. Socrates
- r. Alexander the Great
- s. Philosophy
- t. t. Oration
- u. Comedy

- v. Tragedy
- w. Ethics
- x. Cultural
- y. Militant
- z. Doric
- aa. Ionic
- ab. Corinthian
- ac. Column
- ad. Delphi
- ae. Architecture
- af. Greek Revival

5. Procedures/Activities

a. Lesson One: Sparta vs. Athens (1 day)

(1) DAY 1 - The World Past and Present Level 6, Chapter 6 is an excellent resource. Have students read Chapter 6, lesson 2 aloud to introduce the radical differences between the city-states Athens and Sparta.

(2) Through reading, class discussion, and note-taking, the student will recognize the extreme contrast between the two city-states and begin to consider defending either position.

(3) Recommended homework: Teacher will divide the class: half Spartans, half Athenians. Each student will prepare written defence of their city-state based on the text and class discussion to present in debate format.

(4) After "electing" a spokesperson to represent the major points of the group, the teacher will open the debate with questions about each city-state's way of life. From there, little teacher interruption should be necessary except to calm particularly vocal debators or to prevent pointless rambling.

(5) Recommended homework: Students will use the writing process to write a point of view paper describing life in both city-states and conclude with which they prefer and why.

b. Lesson Two: The Greek Alphabet (2 days)

(1) DAY 1 - Write the Greek Alphabet (Upper case) on the board (Appendix E). Include the letter name and the equivalent English sound. Have the students copy the information into their notebook.

(2) Say the letter name and have the students repeat and notice the English sound equivalent. Explain that there are many letters that do not cross cultures, but liberal allowances have been made for replacement (see Appendix G).

(3) Recommended homework: Students will prepare a rough draft their first and last name using the Greek letters. They should also think of two simple

images that represent themselves, i.e. a bike, a computer, sports equipment, etc.

(4) DAY 2 - After checking the students' Greek letter names and simplicity of their "me" images, pass each child a piece of copy paper (horizontal) to transfer their names. They will decorate their name sign with the "me" images and color. Laminate and publish in the halls.

c. Lesson Three: Architecture (9 days)

(1) DAY 1 - Share the standard "classical architecture" techniques with the class in a lecture format. Show pictures around to enhance comprehension and stimulate the students visually.

(2) Move the class into specifics with column architecture: Doric, Ionic, and Corinthian. You might want to mention the Greek Revival movement if you live in a city of southern historical architecture.

(3) DAY 2 - 9 Use Appendix F to show the styles of columns and have the children draw their favorite on notebook paper.

(4) Let the students get into cooperative groups for this project: Creating a Greek Temple in your hall. By folding long, wide sheets of butcher paper back and forth, create an accordion-like half circle. Secure to the wall with hot glue.

(5) Groups will then make column toppers in the three architectural styles. Each group is responsible for an example of each topper. Then secure the toppers to the column structure.

(6) Using the base knowledge from Language Arts, have the group members lay on the floor and trace each other on white butcher paper. These outlines will be transformed by the students into the major gods and goddesses which will also be secured with hot glue to the hall walls between the columns.

(7) Engage the art teacher(s) to help out by making the Triangular roof support to span both ends of the "temple". Additionally, they or your students may wish to make smaller versions of the gods and goddesses to place within the triangle to simulate the Parthenon.

d. Lesson Four - Observing the architecture in your city

(1) If possible and applicable, arrange a historical bus tour or walking tour of the older buildings in your city which illustrate the Greek Revival style of architecture or columns in general. This may be a half- or full-day field trip depending on the resources available to you. (Libraries in most cities are good illustrations).

6. Evaluation/Assessment

- a. Knowledge of the differences between the city-states Sparta and Athens will be assessed with an essay written by the student using the correct information and steps of the writing process with 90% accuracy.
- b. Knowledge and understanding of the Greek Alphabet will be evaluated through

the instrument of a matching test to which the students will respond with 85% accuracy.

- c. Student knowledge and appreciation for Greek architecture will be evaluated through the publication of the group columns and illustrations as well as through teacher observation on the field trip.

C. Math Unit: Measurement Olympics

1. Objective/Goal : Students will

- a. conduct research to develop an outline of the history of measurement.
- b. learn the concepts of standard and standardization.
- c. learn the origin of the Metric System.
- d. discuss the present role of metrics in the world and in the United States.
- e. understand the vocabulary terms and know the quantities of the units.
- f. estimate distance in U.S. Customary System and Metric System.
- g. draw and measure distance in both measuring systems.
- h. convert units within each measuring system.
- i. solve word problems with multiple steps.

2. Materials

- a. Access to research materials
- b. Student booklets (folder and lined paper)
- c. Rulers, yardsticks, meter sticks
- d. Scale and weights
- e. Cup, pint, quart, gallon, liter
- f. List of rules
- g. Construction paper
- h. Markers
- i. Scoreboard for each class
- j. Straws
- k. Masking tape
- l. Paper plates
- m. Cotton balls
- n. Marbles
- o. Ping pong balls
- p. Rubber bands
- q. 15 x 9 inch pieces of cardboard
- r. Trash can
- s. Water
- t. Bucket

- u. Sponge
- v. Clear container
- w. Awards/Certificates

3.Prior Knowledge for Students

- a. Students should be familiar with adding, subtracting, multiplying, and dividing
- b. Olympic history

4.Key Vocabulary

- a. Standard
- b. Cubit
- c. Digit
- d. Hand/palm
- e. Fathom
- f. Inch
- g. Foot
- h. Yard
- i. Ruler
- j. Yardstick
- k. Ounce
- l. Pound
- m. Scale
- n. Pint
- o. Quart
- p. Gallon
- q. Mile
- r. Meter
- s. Liter
- t. Gram
- u. Kilo
- v. Hecto
- w. Deka
- x. Deci
- y. Centi
- z. Milli
- aa. Meter stick

5. Procedures/Activities

a. Lesson One (3-4 Days)

(1) Students will research the history of measurement and write the information in outline form.

(2) Have students make a booklet to keep terms and notes. Include the outline in the booklet. Discuss student discoveries regarding the history of measurement. Introduce the concept of standard and standardization then define them in the booklet. Name some common standards (time, way of living, income, score, etc.)

(3) Recommended homework: Have the students decorate the cover of their booklets to personalize them.

(4) Define the following: cubit, digit, hand/palm, fathom, and foot. Continue discussion from previous days about standards and how people used to measure in the above terms. Pick two students of different proportions to demonstrate how to measure in fathoms, feet, and hands. This will show that these types of measurement are not standardized. Discuss why we need standard measurements. Give a brief lecture pertaining to the origin of metrics in the world and in the U.S.

(5) Recommended homework: Study the terms and notes for recall.

b. Lesson Two: United States Measurements (2-3 Days)

(1) Define words f-q in vocabulary list. Use your textbook lessons to teach length and weight in U.S. measurements.

c. Lesson Three: Metric Measurements (length varies)

(1) Define words r-aa in vocabulary list. Use your textbook lessons to teach length and weight in metric measurements. Sing Metric Rap (Appendix G) to enhance memory of terms.

d. Lesson Four: Math Olympics (2-5 Days)

(1) Engage the students in a brief review of their knowledge pertaining to the past and present Olympics. Discuss sportsmanship, rules, and etiquette. Students will form small groups. Each group will choose a captain, which city-state they are from, and design a banner to carry into the games.

(2) Let the games begin! (Appendix I) Over a series of days, the students will compete in teams for points: First = 3, Second = 2, and Third = 1. See Appendix H for events and record sheet. These sheets are to be added to their booklet. On the last day, students may bring in treats for a feast and award ceremony.

(3) Recommended homework: Each night, students must keep a journal in their booklet detailing the events of the day in Math class. Booklets will be turned in and evaluated for assignment completion.

6. Evaluation/Assessment

- a. Knowledge of the U.S. measuring system and the metric system will be assessed through textbook lessons completed by the student with 80% accuracy.
- b. Unit information retention and participation will be evaluated with the completed student booklet with 95% entry accuracy.
- c. Discussion of the Olympics past and present pertaining to distance and measurement will be evaluated by teacher observation.

D. Science Unit: Greek Scientists: Astronomy and Medicine

1. Objective/Goal : Students will

- a. develop knowledge of Greek astronomers, Anaxagoras and Aristarchus, and the physician Hippocrates.
- b. chart and create representations of constellations named for ancient Greek figures.
- c. receive and process information about ancient Greek view points regarding the treatment of illness and injury.
- d. compare and contrast the practice of medicine in ancient Greece and modern times.

2. Materials

- a. Constellation chart
- b. Silver paint
- c. 1 to 2 inch Styrofoam balls
- d. Coffee stirrers or thin straws

3. Prior Knowledge for Students

- a. The location and order of the planets
- b. Names of Greek gods, goddesses, creatures, and other figures

4. Key Vocabulary

- a. Astronomy
- b. Astrology
- c. Caduceus
- d. Hippocratic Oath
- e. Constellation
- f. Galaxy
- g. Axis
- h. Exile
- i. Symptom
- j. Star
- k. Leech
- l. Plague

- m. Pyre
- n. Comet
- o. Meteor
- p. Nebula
- q. Telescope
- r. Anaxagoras
- s. Aristarchus
- t. Hippocrates

5. Procedures/Activities

a. Lesson One: Astronomers (2 days)

(1) Open the lesson by brainstorming all the "space" related words the students know and write them on the board. Ask the provocative question, "Did you ever wonder how we came to know about these things?" and let the students respond with their theories. Give the students the appropriate vocabulary words for defining.

(2) Use the resource [Greece: Ancient Civilization Series](#) to provide students with facts known about the astronomers, Anaxagoras and Aristarchus.

(3) When sharing the views of the ancient astronomers, be sure to point out that their theories have been proven true (Anaxagoras was exiled for stating that the sun was a large body far from earth as opposed to being one of the gods), but caused them grief because they went against the popular thinking of the times.

(4) Recommended homework: Have the students finish defining the terms. Then suggest that they talk with their parents and other adults to compile a short list of "modern" thinkers who have also been exiled in any way because of unpopular opinions which were later proved to be true.

b. Lesson Two: Constellations (3-4 days)

(1) Review the homework briefly adding any rebels you feel are worth mentioning.

(2) Ask the students to volunteer what constellations they are already familiar with (name, location in the sky, when visible)

(3) Introduce the students to the constellation map by allowing them to come up in groups and search for the constellations they know by name.

(4) List constellations named for ancient Greek figures on the board for students to copy. Provide a diagram of the star locations within the constellation. It is recommended to have at least one for every student.

(5) Recommended homework: Students should bring in Styrofoam balls, thin straws or coffee stirrers, and silver paint.

(6) Put the materials in appropriate piles for class distribution when the

time comes.

(7) (1 day to paint and dry) Have the students paint the Styrofoam balls while you re-tell several stories detailing the reason why the constellations were named for these figures.

(8) Assign one constellation to each student, making sure that they have the correct location of the stars charted in their notes.

(9) Demonstrate how to connect the balls together securely (Big Dipper is a good one for you) then allow the students to get the amount of supplies they need from the piles to create their constellations.

(10) Hang the student projects from ceilings in the classroom or in the hall.

c. Lesson Three: Hippocrates and ancient Greek remedies (3-5 days)

(1) Begin the class by asking the students what they have ever been treated for by a modern physician. Respond to their experiences with comparative treatments provided by ancient Greek doctors. (Bleeding with leeches was a long-time favorite even up to the late 1800's.)

(2) Give them the appropriate vocabulary words to define for homework and increase their comprehension of the material to be covered.

(3) Share a biography of Hippocrates, the father of medicine. The students should take notes during lecture to be discussed and added to when necessary.

(4) A guest speaker from a local medical college or hospital is critical. Prepare the guest by letting him/her know that you are teaching Hippocrates. It may also be a good idea to ask them to bring a copy of the Hippocratic Oath and be prepared to discuss its personal meaning for them as a doctor and what they understand its origins to be in medicine.

(5) Write thank you notes to the guest speaker, making sure that the students isolate one part of the presentation they found particularly interesting or memorable.

(6) Using the writing process, students will begin to write an essay comparing and contrasting ancient Greek medicine and modern medicine. Edit with partners in class.

(7) Recommended homework: Students will finalize their edited essay.

6. Evaluation/Assessment

- a. Knowledge and understanding of the information about the Greek astronomers and Hippocrates will be assessed using a test on which the students will respond with 85% accuracy.
- b. The essay comparing and contrasting ancient Greek and modern medicine will serve to evaluate comprehension of the past and present treatments following the writing process rules 100%.
- c. Students will re-create constellations for display with 95% accuracy.

VI. CULMINATING ACTIVITY

Following the cumulative final exam in Language Arts, all students will participate in a Greek food sampling festival, complete with a fashion show and art show. Begin to organize this day activity at least 2 weeks into the unit. Parent volunteers are essential to organization and contributed food items [white and red grapes, green and black olives, honey, apples, feta cheese, grape juice, pears, crusty bread, gyros and baklava, and a class concoction representing their idea of what ambrosia was to the gods] (Some of the foods may be donated by a local merchants.)

VII. HANDOUTS/STUDENT WORKSHEETS

Appendix A Greek Gods Family Tree

Appendix B Greek Gods and Their Realms

Appendix C Questions for "Apollo and Daphne"

Appendix D Evaluative Matching Gods and Their Realm

Appendix E The Greek Alphabet

Appendix F Column Styles

Appendix G Metric Rap

Appendix H Math Olympics Student Record Sheet

Appendix I Math Olympics Suggested Events

APPENDIX A

THE FOLLOWING IS A VERTICAL FAMILY TREE TO HELP ORGANIZE THE RELATIONSHIPS OF THE GODS: (It is recommended that you translate this information into the standard tree format)

CRONUS married to RHEA

Children: ZEUS, HADES, POSEIDON, HERA, HESTIA, DEMETER

ZEUS married to HERA

Children: ARES, ERIS, HEPHAESTUS

ZEUS couples with a mortal woman

Children: APOLLO AND ARTEMIS

ATHENA sprang fully grown from ZEUS'S head

APHRODITE came from the foam of the sea, thought to be created from the blood of

Oranus (Cronus's father whom he killed) Aphrodite was also given in marriage to Hephaestus

Child: EROS

HERMES was a mortal who wanted to be god-like, Zeus allowed him to eat the ambrosia after the position of messenger was accepted

DIONYSUS is of mysterious origin

APPENDIX B

THE FOLLOWING IS A LIST OF THE MAJOR GREEK GODS AND GODDESSES TO BE STUDIED AND THE REALMS THEY COMMAND:

Cronus (CRO-nus) Ruler of the Titans, Father of Zeus

Zeus (Zooce) God of the Heavens and the earth, Ruler of the Gods

Hera (HE-ra) Goddess of Marriage, Wife of Zeus

Poseidon (Po-SI-don) God of the Seas, Brother of Zeus

Hades (HAY-dees) God of the Underworld, Brother of Zeus

Ares (Air-EES) God of War

Apollo (A-pol-lo) God of the Sun (and medicine, poetry, music), A twin

Artemis (Ar-ti-MIS) Goddess of the Moon, A twin

Athena (A-the-na) Goddess of Wisdom (and unmarried girls)

Aphrodite (Afro-DI-tee) Goddess of Love and Beauty

Eros (E-ros) God of Love

Hephaestus (Hay-FES-tis) God of Fire

Hermes (Her-MEES) Messenger of the Gods

Demeter (Di-ME-ter) Goddess of Agriculture

Dionysus (Di-on-I-sis) God of Wine and Revelry

APPENDIX C

THE FOLLOWING ARE RECOMMENDED QUESTIONS TO STIMULATE INFERENTIAL AND CRITICAL RECALL RESPONSES FOR THE MYTH "APOLLO AND DAPHNE":

1. What monster did Apollo slay that caused him to be pretentious at the beginning of this myth?
 2. Who was made angry by Apollo's vain words?
 3. Precisely (there are 2 parts) what did the angered god do to punish Apollo?
 4. How does the first part of the punishment make it the very worst?
 5. Who is Daphne and what sort of "creature" is she?
 6. Who is Daphne's father and what sort of "creature" is he?
 7. What did Daphne never want to do?
 8. How did Apollo behaves towards Daphne before she began running away from him?
 9. Name the two cities that Apollo ruled over.
 10. What pain was Apollo suffering from?
 11. Who finally helped Daphne avoid marrying Apollo?
 12. How did this person help Daphne?
 13. List three ways Apollo planned to keep Daphne in his life.
 14. What event in nature does this myth explain?
 15. What is most interesting to you about this story and why?
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APPENDIX D

MATCHING THE GODS AND THEIR REALMS - QUIZ: (put the correct letter on the line)

- | | |
|-----------------|---|
| Cronus _____ | f. God of War |
| Zeus _____ | b. God of the Heavens and the earth, Ruler of the Gods |
| Hera _____ | h. Goddess of Agriculture |
| Poseidon _____ | m. Goddess of Love and Beauty |
| Hades _____ | e. God of the Underworld, Brother of Zeus |
| Ares _____ | a. Ruler of the Titans, Father of Zeus |
| Apollo _____ | n. God of the Sun (and medicine, poetry, music), A twin |
| Artemis _____ | l. Goddess of the Moon, A twin |
| Athena _____ | k. Goddess of Wisdom (and unmarried girls) |
| Aphrodite _____ | d. God of the Seas, Brother of Zeus |

Eros _____	o. God of Love
Hephaestus _____	j. God of Fire
Hermes _____	i. Messenger of the Gods
Demeter _____	c. Goddess of Marriage, Wife of Zeus
Dionysus _____	g. God of Wine and Revelry

APPENDIX E

APPENDIX F

APPENDIX G

THE METRIC SONG (Rap beat)

Grams measure weight.

Liquid needs the liter.

When you measure length-

Use the meter.

The prefix is the key

to the metric system.

Now open your ears

and listen.

Kilo, Hecto, Deka,

Then you use the unit.

Deci, Centi, Milli -

See! There's nothing to it!

APPENDIX H

TEAM MEMBER	EVENT	ESTIMATE	ACTUAL	DIFFERENCE	TEAM TOTAL
--------------------	--------------	-----------------	---------------	-------------------	-------------------

1.

2.

3.

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.

APPENDIX I

THE FOLLOWING ARE SUGGESTIONS AND PROCEDURES FOR THE MATH OLYMPIC GAMES:

1. Javelin Throw -

- a. Place feet on a starting line. Throw "javelin" (straw) one at a time.
- b. Estimate "javelin's" distance traveled in centimeters.
- c. Measure the distance from the starting line to the position of the "javelin."
- d. Next athlete up.
- e. Complete the record sheet.

f. Add each team member's score together for team score.

2. Discus Throw - Same as above, using paper plates.

3. Shot Put - Same as above, using cotton balls.

4. Standing Broad Jump - Same as above, students jumping from starting line.

5. Marble Grab-

a. With the right or left hand only, grab a fistful of marbles from the container.

b. Place the marbles on a balance scale.

c. Estimate, in grams, the mass of the marbles.

d. Weigh the marbles.

e. Next athlete up.

f. Complete the record sheet.

g. Add each team member's score together for team score.

6. Weight Lifting -

a. Each team has 2 minutes to find 3 different items that weigh 50, 75, and 100 grams.

b. Have them state which item is for which weight class.

c. Weigh the items.

d. Record the actual vs. the weight class stated.

e. Record the difference.

f. The team with the lowest difference wins first, and so on.

7. Sponge Squeeze -

a. Using their non-dominant hand, students will grab a wet sponge and squeeze the water into a measuring cup.

b. Estimate the amount of water squeezed by each team.

c. Record actual amount.

d. Convert from standard U.S. units if necessary.

8. 100 Meter Dash - Word Problem - Timed responses/team effort converting to meters

You live in Stewartville. Near your home is the following sign:

-- Norman 205 miles

-- Trent 38 miles

-- Vestavia Hills 114 miles

-- Priceville 96 miles

How far is it from Trent to Norman?

How far is it from Vestavia Hills to Priceville?

How far is it from Norman to Vestavia Hills?

9 Desktop Basketball -

- a. Bend a 15 x 9 inch piece of cardboard in half and staple a rubber band across the top about 3 cm down and 3 cm from the sides. Mark off 3 cm spaces down the center.**
- b. Each student shoots 3 balls into a trash can. The team with the most balls wins.**

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