**History and Geography Unit Organizer**

**Ancient Greece**

**2nd Grade Allen, Galeener, Siemens**

**Previous Unit:** Ancient China

**Next Unit:** American Government and the United States Constitution

**Summary:**

In this domain, children will locate Greece, the Mediterranean Sea, Aegean Sea, Aegean Sea, Crete, Sparta, and Athens on a map. Students will recognize Athens as the birthplace of democracy. Students will compare the cultures of the city-states of Sparta and Athens. Students will recognize Greece as the birthplace of the Olympics. Students will understand the significance of the worship of gods and goddesses to the Greek culture. Students will identify Socrates, Plato, and Aristotle as Greek philosophers whose ideas are still used today. Students will learn the history of Alexander the Great and his desire to spread Greek culture.

**The Big Idea:**

The Greeks developed a rich and varied civilization, many aspects of which have been passed down to subsequent generations.

**Core Knowledge Content:**

World History and Geography

IV. The Ancient Greek Civilization

1. Geography: Mediterranean Sea and Aegean Sea, Crete
2. Sparta
3. Athens as a city-state; the beginnings of democracy
4. Persian Wars: Marathon and Thermopylae
5. Olympic games
6. Worship of gods and goddesses
7. Great thinkers: Socrates, Plato, Aristotle

Language Arts

VI. Fiction

B. Mythology of Ancient Greece

1. Gods of Ancient Greece

a. Zeus

b. Hera

c. Apollo

d.Artemis

e. Poseidon

f. Aphrodite

g. Demeter

h. Ares

i. Hermes

j. Athena

k. Hephaestus

l. Dionysus

m. Eros

n. Hades

2. Mount Olympus: home of the gods

3. Mythological creatures and characters

a. Atlas (holding the world on his shoulders)

b. centaurs

c. Cerberus

d. Pegasus

e. Pan

4. Greek Myths

a. Prometheus (how he

brought fire from the gods

to men)

b. Pandora’s Box

c. Oedipus and the Sphinx

d. Theseus and the Minotaur

e. Daedelus and Icarus

f. Arachne the Weaver

g. Swift-footed Atalanta

h Demeter and Persephone

i. Hercules and the Labors of Hercules

**Colorado State Standards for Second Grade:**

**Social Studies:**

| **Standard: 1. History** |
| --- |
| **Prepared Graduates:**   * Develop an understanding of how people view, construct, and interpret history |
| **Concepts and skills students master:** |
| 1. Identify historical sources and utilize the tools of a historian |

| **Standard: 1. History** | |
| --- | --- |
| **Prepared Graduates:**   * Analyze key historical periods and patterns of change over time within and across nations and cultures | |
| **Concepts and skills students master:** |
| 2. People have influenced the history of neighborhoods and communities |

| **Standard: 3. Economics** |
| --- |
| **Prepared Graduates:**   * Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy |
| **Concepts and skills students master:** |
| 1. The scarcity of resources affects the choices of individuals and communities |

| **Standard: 4. Civics** |
| --- |
| **Prepared Graduates:**   * Analyze origins, structure, and functions of governments and their impacts on societies and citizens |
| **Concepts and skills students master:** |
| 2. People use multiple ways to resolve conflicts or differences |

**Reading, Writing, and Communicating (Language):**

| **Standard: 1. Oral Expression and Listening** |
| --- |
| **Prepared Graduates:**   * Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective |
| **Concepts and skills students master:** |
| 1. Discussions contribute and expand on the ideas of self and others |

| **Standard: 2. Reading for All Purposes** | |
| --- | --- |
| **Prepared Graduates:**   * Demonstrate comprehension of a variety of informational, literary, and persuasive texts | |
| **Concepts and skills students master:** |
| 1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text |

| **Standard: 3. Writing and Composition** | |
| --- | --- |
| **Prepared Graduates:**   * Implement the writing process successfully to plan, revise, and edit written work | |
| **Concepts and skills students master:** |
| 2. Exploring the writing process helps to plan and draft a variety of simple informational texts |

**Common Core Standards:**

*Distinguish the following genres of literature: fiction, nonfiction and drama.*

RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

*Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.*

RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

*Retell key details.*

RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI2.8 Describe how reasons support specific points the author makes in a text.

SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

*Ask questions to clarify information in a read- aloud.* Ore State Standards covered at CK Grade

RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

W2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**What Students Will Learn in Future Grades:**

Grade 3:

* Ancient Rome

Grade 6:

* Ancient Greece

The Greek polis (city-state) and patriotism

Beginnings of democratic government

-Roots of modern American democratic government

-The Assembly

-Suffrage, majority vote

* The “Classical” ideal of human life and works

The ideal of the well rounded citizen

Pericles and the Golden Age

Architecture: the Parthenon

Games: The Olympics

* Greek wars: victory and hubris
* Socrates and Plato
* Plato and Aristotle
* Alexander the Great and the spread of Greek culture
* Ancient Rome

**Additional Resources:**

*For Teachers:*

*Ancient Greece, by Andrew Solway*

*The Story of the World (Volume 1) by Susan Wise Bauer*

*For Students:*

*Ancient Greece* edited by E.D. Hirsh, Jr. (Pearson Learning, 2002) Pearson Learning: 1-800-321-3106