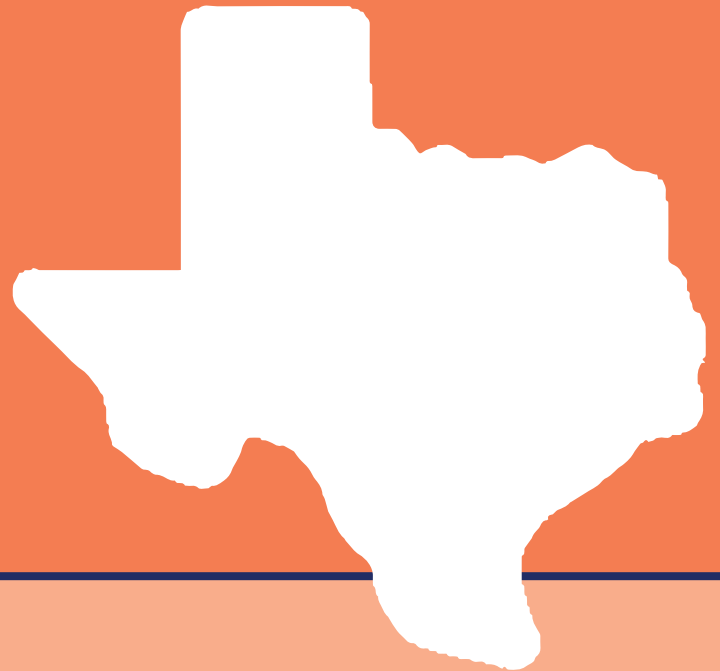




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

ANCIENT GREEKS: LIFE, TRADITION, AND GOVERNMENT



GRADE 2 UNIT 2 | ACTIVITY BOOK

EDITION 1

Grade 2

Unit 2

Ancient Greeks:

Life, Tradition, and Government

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

NAME: _____

DATE: _____

1.1

Activity Page

The Ancient Greek Civilization Notebook

Jobs

Directions: Draw a picture and/or write about what you have learned about each of these components of the ancient Greek civilization.

The Ancient Greek Civilization Notebook

Religion

NAME: _____

DATE: _____

1.1
CONTINUED

Activity Page

The Ancient Greek Civilization Notebook

City-States

Unit 2

The Ancient Greek Civilization Notebook

Leaders

NAME: _____

DATE: _____

1.1
CONTINUED

Activity Page

The Ancient Greek Civilization Notebook

Contributions

Unit 2

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Over the next couple of weeks, your student will learn about the ancient Greek civilization, a group of people whose contributions can be seen in many areas of our lives today, specifically in our democratic government. Your student will be introduced to the geography and mythical gods and goddesses of this civilization. They will also learn about the city-states of Sparta and Athens and the very first Olympic Games held in honor of Zeus.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the ancient Greek civilization.

1. Draw and Write

Ask your student to draw and/or write about what they are learning about the ancient Greek civilization, such as the mythical gods and goddesses who were believed to live on Mount Olympus or the first Olympic Games. Ask questions to help your student use the vocabulary learned at school.

2. Sayings and Phrases: “Where There’s a Will, There’s a Way”

Your student will be learning the saying “where there’s a will, there’s a way.” Talk with your student about its meaning. Share moments in your life when you or someone you know has accomplished something because of great determination or a strong will.

3. Words to Use

Below is a list of words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *rugged*—Although the rugged terrain of ancient Greece made farming difficult, the olive tree was one hardy plant the Greeks were able to grow in abundance.
- *massive*—The ancient Greeks imagined that the mythical god of the sea, Poseidon, was massive in size and strength, for they believed he could make the earth quake and the waves crash upon the shore.
- *grove*—The ancient Greeks believed that at the request of the mythical goddess Athena, the mythical goddess Demeter made each grove of olive trees grow strong for the Athenians.

- *sacred*—The city of Olympia was a sacred place; the ancient Greeks gathered there to honor the mythical gods with games and gifts.
- *self-discipline*—The people of Sparta were known for their self-discipline, for they spent their lives training for battle and did not allow themselves any luxuries.

4. Read Aloud Each Day

- It is very important that you read with your student every day. Set aside time to read to your student and listen to your student read to you.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

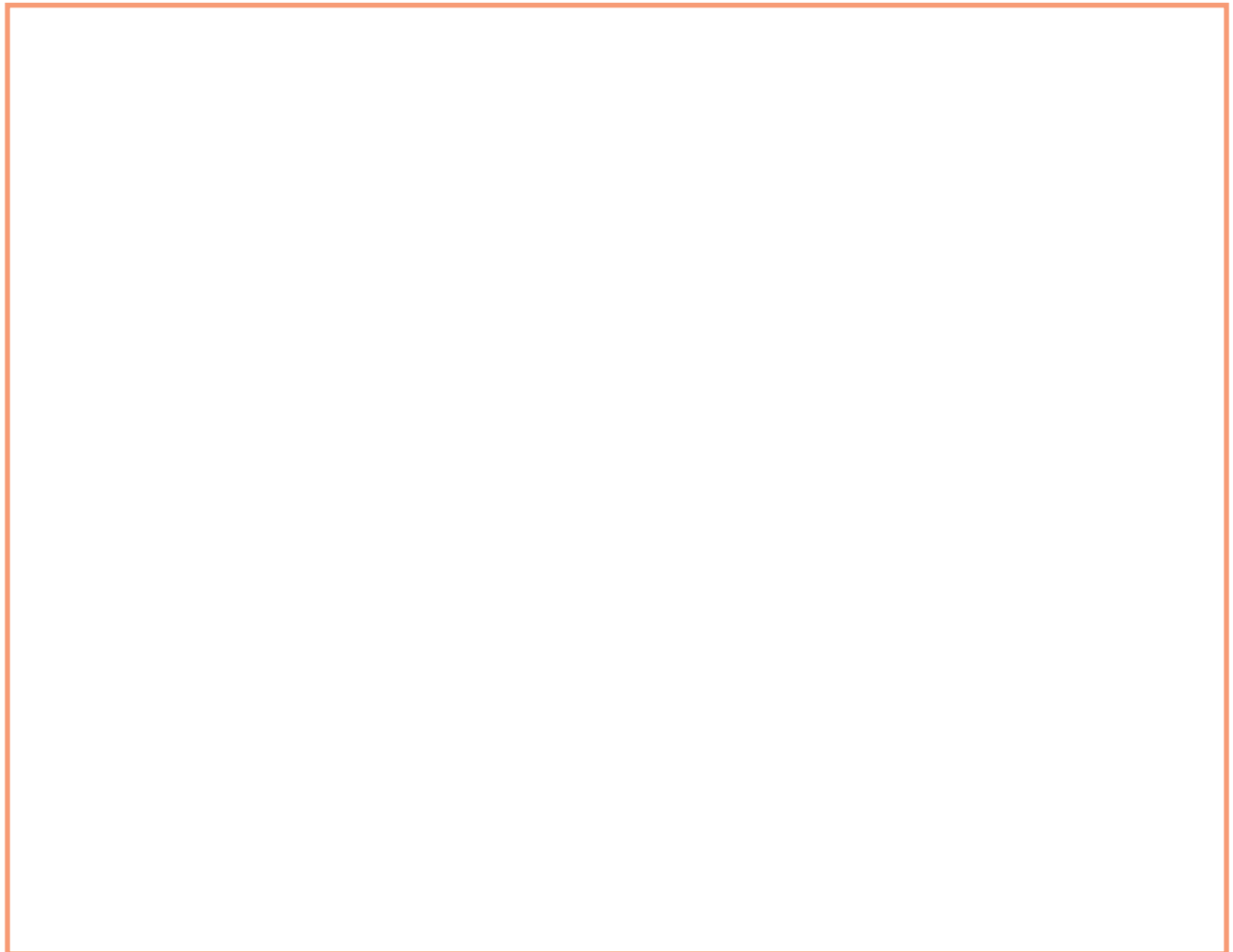
NAME: _____

DATE: _____

7.1

Activity Page

I would rather have lived in _____



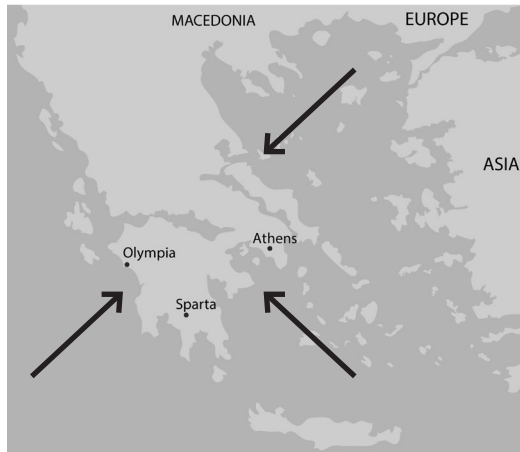
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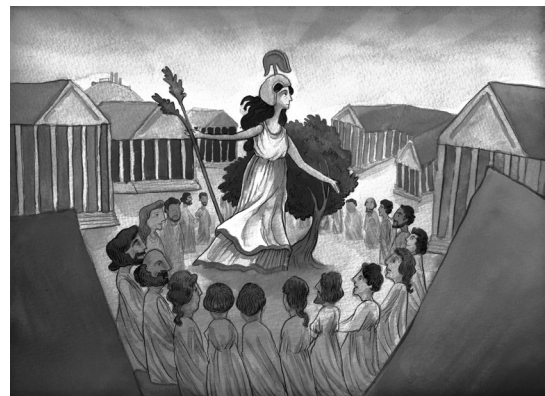
PP.1

Activity Page

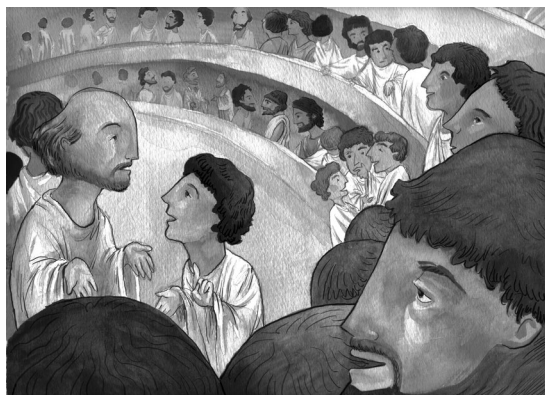
1.



2.



3.



4.

A

rugged, rocky, many
mountains, good for
growing olives

B

flat, wet, good for growing
many types of food

Directions: Listen to your teacher's directions to answer the questions.

Unit 2

5. Contribution from ancient Greece: _____

6. Mythical Greek god or goddess: _____

Description: _____

7. Which city-state would you rather live in as a seven-year-old?

Athens

Sparta

Why?

NAME: _____

PP.2

Activity Page

DATE: _____

Word Sort with Ending -ion

relate	discuss	impress	persuade	conclude
prevent	correct	educate	collide	express

<i>-ion</i>	<i>Drop t or te and add tion</i>	<i>Drop d or de and add -sion</i>

Write a sentence using one of the words you spelled by adding the *-ion* ending.

Directions: Sort the words in the word bank by adding the correct ending to the base words in the word bank. Follow the spelling rules for adding each ending

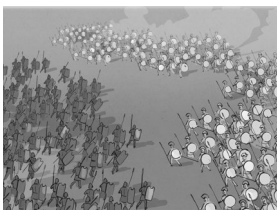
NAME: _____

DATE: _____

8.1

Activity Page

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Somebody		The Athenian generals
Wanted		_____
But		_____
So		So the Greeks used all of their battle strategies on the Plain of Marathon.
Then		_____

[illegible]

NAME: _____

DATE: _____

Dear Family Member,

I hope your student is enjoying learning about the ancient Greek civilization. Over the next several days, they will learn more about the contributions of this civilization, as well as the significance of the Battles of Marathon and Thermopylae. They will also be introduced to the Greek philosophers Socrates, Plato, and Aristotle, and to the conqueror Alexander the Great. Your student will also write a fictional narrative using what they have learned about ancient Greece.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the ancient Greek civilization.

1. Draw and Write

Have your student draw and/or write about what they are learning about the ancient Greek civilization, such as Pheidippides's marathon run or the Greek philosophers. Ask questions to help your student use the vocabulary learned at school.

2. Sayings and Phrases: "Practice What You Preach"

Your student will be learning the saying "practice what you preach." Talk with your student about its meaning. Share moments in your life when you or someone you know has lived their life in the same way that they have told others they should live.

3. Words to Use

Below is a list of some of the words that your student will learn about and use. Try to use these words as they come up in everyday speech with your student.

- *marathon*—The ancient Greeks honored Pheidippides for his twenty-six-mile marathon run.
- *channel*—Swimming through the cold waters of the English Channel has been a challenge for many long-distance swimmers.
- *philosopher*—Socrates was known as a famous Greek philosopher.
- *ambitious*—Alexander the Great was an ambitious leader who had a strong desire for success.
- *flung*—The Olympic champion flung his disc farther than anyone else.

4. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and listen to your student read to you.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

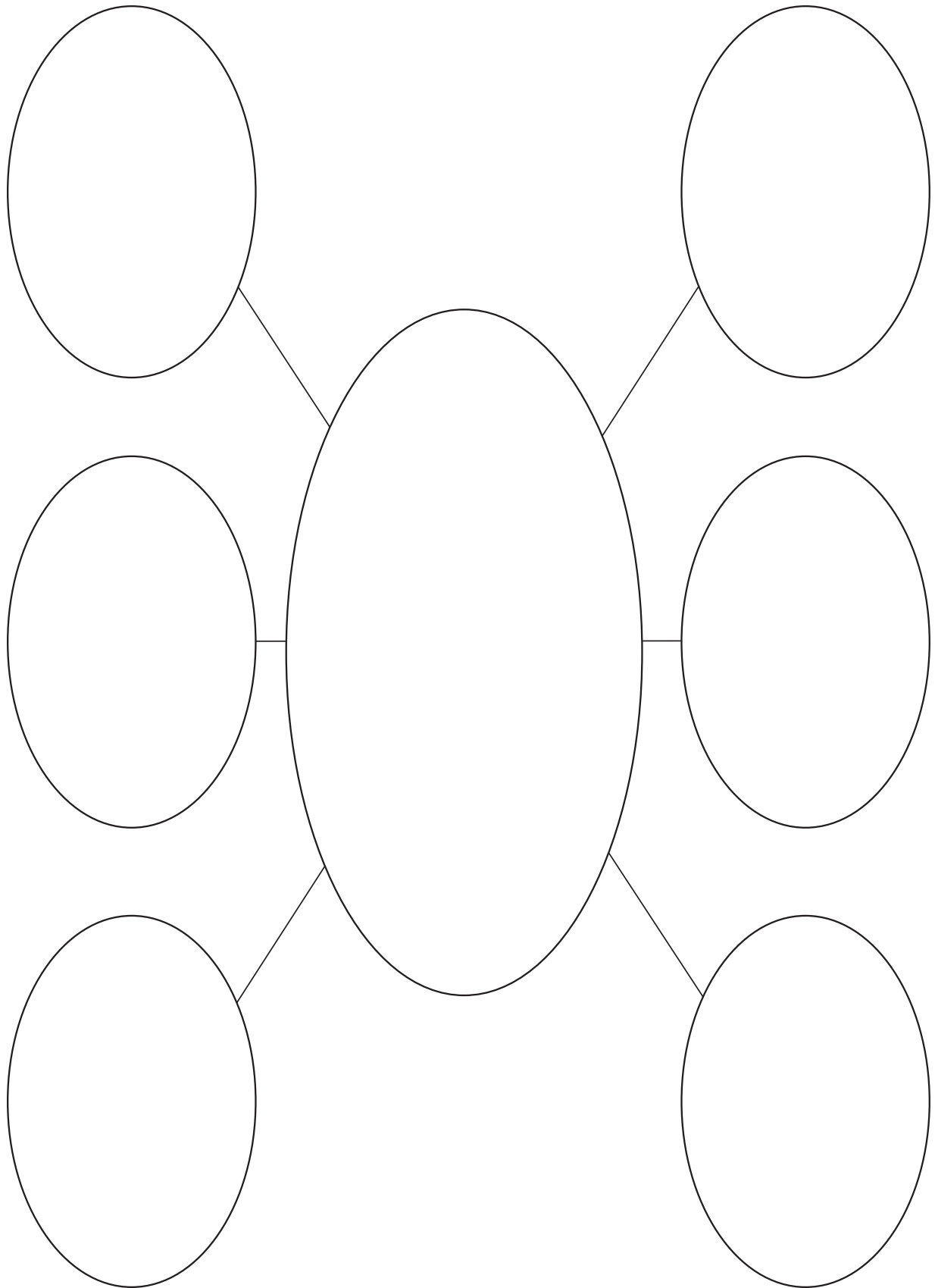
NAME: _____

DATE: _____

10.1

Activity Page

Directions: Choose a character who lived in ancient Greek times (Spartan boy, Athenian girl, seafarer from Crete, etc.). Write the character's name in the center oval. On the spokes of the oval, write everything that comes to mind about who your character is, where he or she lives, and what he or she experiences every day.



NAME: _____

DATE: _____

11.1

Activity Page

Directions: Write the introductory sentence for your paragraph in the first rectangle. Write the three descriptive sentences in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.

1.

2.

3.

4.

5.

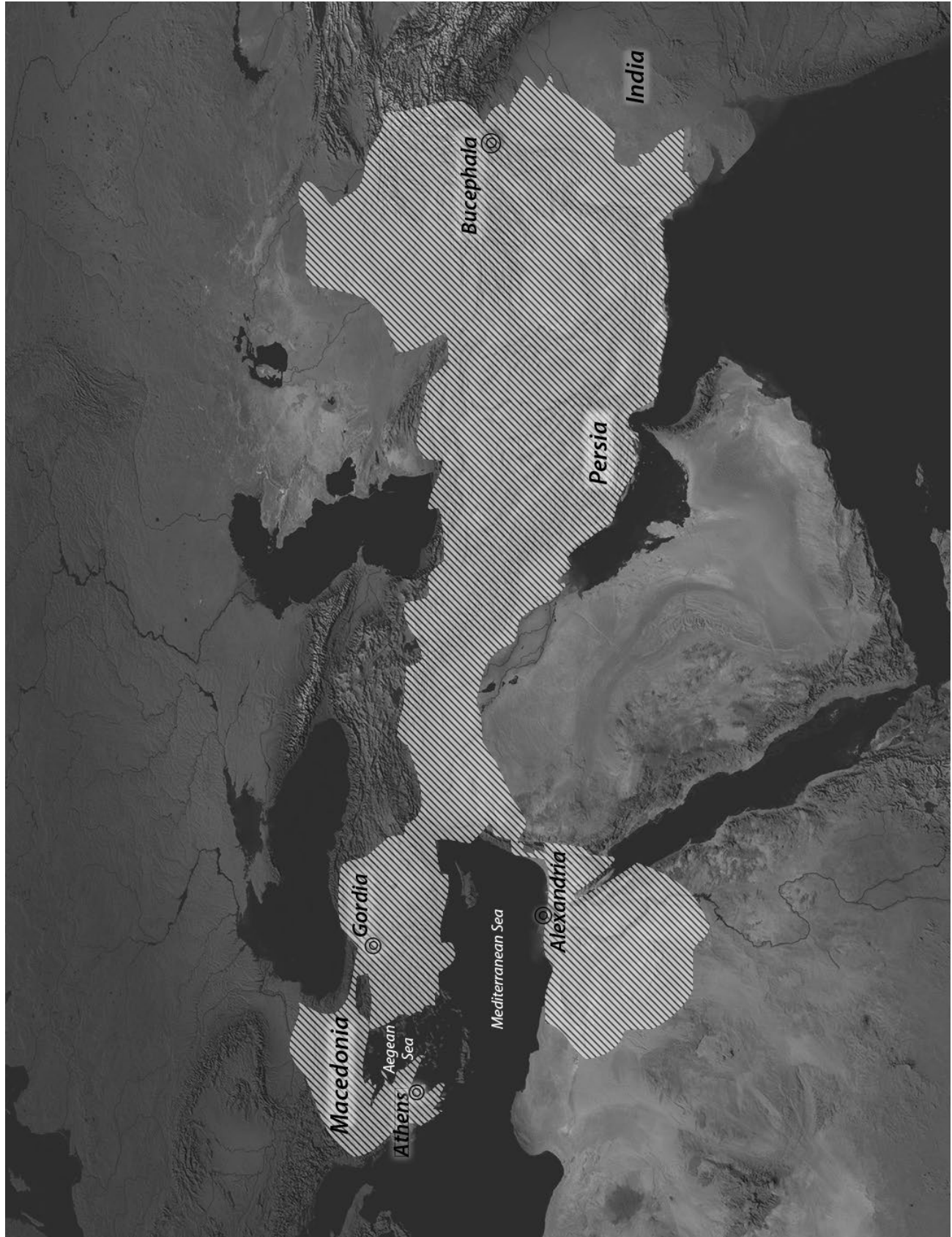
NAME: _____

DATE: _____

12.1

Activity Page

Directions: Use the map and the information you have learned from the read-alouds to answer the questions. Write a complete sentence for each answer.



Unit 2

Alexander the Great's Empire

1. What does the shaded area stand for on the map?

2. Which area of land was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered?

NAME: _____

DATE: _____

12.2

Activity Page

Directions: Listen to your teacher's directions about this checklist. Then look at your writing to see if you have ended each sentence with the correct punctuation and started each sentence with a capital letter. Then check to make sure you named a character and included facts from ancient Greece. You should also check your work for use of prepositions and correct pronoun cases.

☐☐☐☐☐☐

. ? !

T he cat ran.



in, out, under

I, you, our

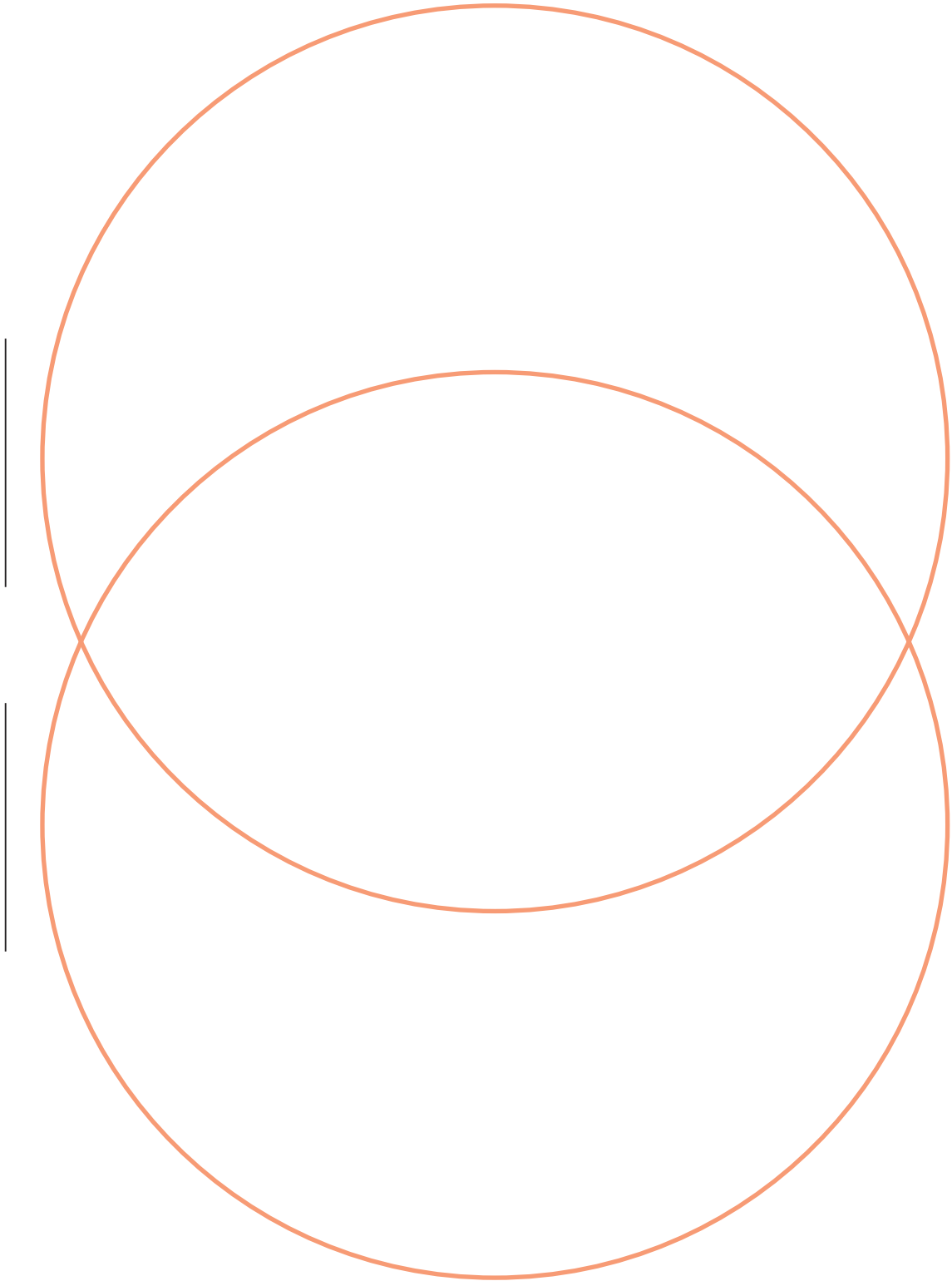
NAME: _____

DATE: _____

UR.1

Activity Page

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are similar in the overlapping part of the Venn diagram. Write how the topics are different in the circle for each topic.



NAME: _____

UA.1

Assessment

DATE: _____

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

11.



12.



13.



14.



15.



NAME: _____

UA.2

Assessment

DATE: _____

1. Athena Zeus Apollo

2. Zeus Hermes Athena

3. Aristotle Alexander the
Great Plato

4. Marathon Athens Thermopylae

Directions: Listen to your teacher's instructions.

NAME: _____

UA.3

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



Directions: Listen to your teacher's instructions.

NAME: _____

UA.4

Assessment

DATE: _____

1. Choose one of the mythical Greek gods or goddesses you have learned about, and write/tell me something special about him or her.

Name: _____

Description: _____

2. What is one contribution that the ancient Greeks gave to the rest of the world? Be sure to describe it.

Directions: Listen to your teacher's instructions.

3. If you could meet one of the people you learned about, whom would you choose? Why?

Name: _____

Why? _____

4. How were Sparta and Athens different?

5. What was the most interesting thing you learned about the ancient Greek civilization?

NAME: _____

DATE: _____

CA.1

Activity Page

Title: _____

Directions: Use this paper for your summary. Remember to write in complete sentences that begin with a capital letter and end with the correct punctuation.

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EDITION 1

