

A FESTIVAL DAY IN ANCIENT GREECE

Special Area: PE, Grade 2 and Grade 6 (also Art, Theater Arts, Technology)

Presented by: Sanlyn Kent, Mary Ellen Green, Susan Allen-DeGolyer Elementary School

Length of Unit: Seven Lessons

I. ABSTRACT

Since both our sixth and second grades participate in a Core Knowledge study of Ancient Greece, our sixth graders will prepare a Greek festival for the second grade. It will include a re-enactment of the original Greek Olympics in which the lower students will participate, the performance of a Greek play, and a Greek feast. Both groups will contribute to an exhibit of Grecian art. The festival will also feature original poetry and music and the sixth grade students will use our new digital technology to record the event for our school web site. The uniqueness of this unit lies in the interaction between the grade levels and the involvement of all our teachers of special subjects in a Core Knowledge curriculum unit.

II. OVERVIEW

A. Concept Objectives for this unit:

1. Students will demonstrate an understanding of art history and culture as records of human achievement. [**Texas TEKS 117.8(2.3), (6.3)**]
2. Students will relate theater to history, society, and culture. [**Texas TEKS 117.10(2.4), 117.34(6.4)**]

B. Content covered from *Core Knowledge Sequence*:

1. The Olympic Games (2, 6)
2. Mythology of Ancient Greeks (2, 6)
3. Classical Art: The Art and Architecture of Ancient Greece (2,6)
4. Families of the Orchestra (2, 6)
5. The “classical” ideal of human life and works; the ideal of the well-rounded individual and worthy citizen

C. Skills to be taught in the unit:

1. Students will apply movement concepts and principles to the learning and development of motor skills. [**Texas TEKS 116.4(2.2)**] Students will understand the basic components such as strategies and rules of structured physical activities, including games, sports, and dance. [**Texas TEKS 116.21(6.6)**]
2. The students will develop and use oral and writing skills in their work with Greek mythology, drama and poetry.
3. Students will interpret characters using the voice and body expressively and create dramatizations. [**Texas TEKS 117.34(6.2)**]
4. Students will data input skills appropriate to the task (digital camera, scanner, video editing software, web page software). [**Texas TEKS 126.12(2A)**]
5. Students will create original art works, architectural designs, poems, music and dance in the style of the Ancient Greeks.
6. The students will organize their knowledge into a presentation for their second grade schoolmates that will feel like *A Festival Day in Ancient Greece*.
7. Students will participate in activities that will increase heart and breathing rates, strengthen endurance, and improve coordination.
8. Students will develop self-management and social skills needed to display good sportsmanship.
9. Students will use research methods to gather information.
10. Students will data input skills appropriate to the task (digital camera, scanner, video

editing software, web page software). [Texas TEKS 126.12(2A)]

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 - 1. Bowra, C. M. *Classical Greece*, New York: Time-Life Books, 1965
 - 2. Fradin, Dennis B. *A New True Book-Olympics*, Chicago: Children's Press, 1983, ISBN 0-516-01703-9
 - 3. Reeder, Ellen D. *Pandora, Women in Classical Greece*, Princeton: Princeton University Press, 1995, ISBN 0-691-01124-9
 - 4. Schwartz, Mary K. *The Olympics, Past and Present*, Greensborough, North Carolina: Carson-Dellosa Publishing Co., 1995
 - 5. Vannier, Maryhelen, & Poindexter, Hally Beth *Individual and Team Sports for Girls and Women*, Philadelphia: W. B. Sanders Company, 1960, Library of Congress CCN 60-7465
- B. For Students:
 - 1. The students will have a basic understanding of the civilization of Ancient Greece, its mythology, gods, political structure and history from their studies in second grade.

IV. RESOURCES

- A. Bartok, *Ancient Greece*
- B. Bellerophon Books, *A Coloring Book of Ancient Greece*
- C. Bowra, *Classical Greece*
- D. Burrell, *The Greeks*
- E. Cullum, *Greek and Roman Plays: for the Intermediate Grades*
- F. Descamps-Lequime, *The Ancient Greeks: in the land of the Gods*
- G. D'Aulaire, *Ingri and Edgar Parin d'Aulaire's book of Greek Myths*
- H. Evans, *Greek Myths and Legends*
- I. Fradin, *A New True Book-Olympics*
- J. Hart, *Ancient Greece: 40 hands-on Activities to experience this wondrous age*
- K. Peach, *The Greeks*
- L. Pearson, *Ancient Greece*
- M. Reeder, *Pandora, Women in Classical Greece*
- N. Schwartz, *The Olympics, Past and Present*
- O. Vannier, Poindexter, *Individual and Team Sports for Girls and Women*
- P. Appendices A-I

V. LESSONS

Lesson One: Preparing the young athletes for the Ancient Greek Olympics (PE)

- A. *Daily Objectives*
 - 1. Concept Objectives:
 - a. Students will demonstrate an understanding of art history and culture as records of human achievement. [Texas TEKS 117.8(2.3), (6.3)]
 - 2. Lesson Content:
 - a. The Olympic Games (2, 6)
 - b. Mythology of Ancient Greeks (2, 6)
 - c. The "classical" ideal of human life and works; the ideal of the well-rounded individual and worthy citizen
 - 3. Skill Objectives:
 - a. Students will gain adequate strength to compete in the upcoming games.

- b. Students will gain physical skills that help them succeed in the Olympic events.
 - c. Students will develop self-management and social skills needed to display good sportsmanship.
- B. *Materials*
 - 1. Tape measure
 - 2. Sand pit for jumping
 - 3. A toe board
 - 4. Rake
 - 5. Bamboo fishing poles for javelin throwing
 - 6. Frisbee
 - 7. Wagons
 - 8. *A New True Book-Olympics*, by Fradin
 - 9. *The Olympics, Past and Present*, by Schwartz
 - 10. *Individual and Team Sports for Girls and Women*, by Vannier and Poindexter
 - 11. Appendices A-D
- C. *Key Vocabulary*
 - 1. Javelin-a light spear thrown as a weapon in Ancient times or thrown for distance in an athletic field event
 - 2. Discus-a disk (wood, rubber, or metal) that is hurled for a distance
 - 3. Long Jump-a jump for distance in an athletic field event
 - 4. Chariot-a 2-wheeled horse-drawn battle car of ancient times used also in processions and races
 - 5. Stade (210 yards-the measurement that the Ancient Olympians used, from which we derived our word, stadium)
- D. *Procedures/Activities*

DAY ONE THROUGH TEN

 - 1. Physical education instructor will lead warm up exercises that include stretching, running in place, jumping jacks and other simple aerobics.
 - 2. Instructor will stress the importance of proper warm up activities before participating in athletic events.
 - 3. Students will lift and support their own weight in activities such as sit-ups and push-ups to develop strength and endurance.

DAY FIVE THROUGH TEN

 - 4. Students will begin running practice races that will be timed by the physical education instructor.
 - 5. The instructor will demonstrate techniques of javelin throwing using bamboo fishing poles and students will practice for the upcoming Olympic javelin throw.
 - 6. The instructor will demonstrate techniques of discus throwing using frisbees and students will practice for the upcoming Olympic discus event.
 - 7. The instructor will demonstrate the technique of the long jump (one foot takeoffs, and landing with good control) and students will practice using the sand pit and the toe board for the upcoming Olympic long jump.
 - 8. Teams of three will be chosen (one driver, two horses) to practice with the wagons for the chariot races.
- E. *Assessment/Evaluation*
 - 1. Students will demonstrate their ability to run a stade to show their increased strength and endurance.
 - 2. Students will demonstrate proficiency in running, throwing and jumping.

Lesson Two: Preparing the Olympic site (PE)

A. *Daily Objectives*

B.

1. Concept Objectives
 - a. Students will demonstrate an understanding of art history and culture as records of human achievement. [Texas TEKS 117.8(2.3), (6.3)]
 - b. Students will relate theater to history, society, and culture. [Texas TEKS 117.10(2.4), 117.34(6.4)]
2. Lesson Content
 - a. The Olympic Games (2, 6)
 - b. Mythology of Ancient Greeks (2, 6)
 - c. The “classical” ideal of human life and works; the ideal of the well-rounded individual and worthy citizen
3. Skill Objectives
 - a. Students will become proficient in measuring distances.
 - b. Students will use research methods to gather information.

B. *Materials*

1. Tape measure
2. Chalk
3. Line marker
4. Toe board
5. Sand pit
6. Rake
7. Frisbees
8. Bamboo fishing poles
9. Wagons
10. Ivy for laurel wreath
11. *A New True Book-Olympics*, by Fradin
12. *The Olympics, Past and Present*, by Schwartz
13. *Individual and Team Sports for Girls and Women*, by Vannier and Poindexter
14. Appendices A-D

C. *Key Vocabulary*

1. Javelin-a light spear thrown as a weapon in Ancient times or thrown for distance in an athletic field event
2. Discus-a disk (wood, rubber, or metal) that is hurled for a distance
3. Long Jump-a jump for distance in an athletic field event
4. Chariot-a 2-wheeled horse-drawn battle car of ancient times used also in processions and races
5. Stade (210 yards-the measurement that the Ancient Olympians used, from which we derived our word, stadium)

D. *Procedures/Activities*

DAY ONE

1. Students will research the types of contests in the Ancient Greek Olympics and will gather information about rules, restrictions, measurements and distances.

DAY TWO

2. Students will discuss the research findings and determine which of the events of the Ancient Olympics would be appropriate for the second grade games. Also they should discuss what modifications and adaptations in distance, rules etc. they need to make in order to accommodate their young athletes.

DAY THREE THROUGH FIVE

3. Students will construct the sand pit for the long jump, including placement of a toe board.
 4. Students will mark the lanes for the foot and chariot races with chalk and the line marker.
 5. Students will lay out fields for the discus and javelin throw taking safety precautions into account.
 6. Students will use their own peers for a run through of each of the events so that they will be proficient in deciding and judging the contests.
 7. Students will construct laurel wreaths to be awarded to the winner of each event.
- E. *Assessment/Evaluation*
1. Students will present their proposed modifications and adaptations for the younger students to the physical education instructor to make sure their plans are viable.
 2. The instructor will check out the Olympic site when finished, to be sure that it has been constructed correctly and that all needed safety precautions are in place.

Lesson Three: Creating the ambiance of the Olympic Games (PE, Music, Creative Writing)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will demonstrate an understanding of art history and culture as records of human achievement. [**Texas TEKS 117.8(2.3), (6.3)**]
 - c. Students will relate theater to history, society, and culture. [**Texas TEKS 117.10(2.4), 117.34(6.4)**]
 2. Lesson Content
 - a. The Olympic Games (2, 6)
 - b. Mythology of Ancient Greeks (2, 6)
 - c. Classical Art: The Art and Architecture of Ancient Greece (2,6)
 - d. Families of the Orchestra (2, 6)
 - e. The “classical” ideal of human life and works; the ideal of the well-rounded individual and worthy citizen
 2. Skill Objectives
 - a. The students will develop and use oral and writing skills in their work with Greek mythology, drama and poetry.
 - b. Students will interpret characters using the voice and body expressively and create dramatizations. [**Texas TEKS 117.34(6.2)**]
 - c. Students will data input skills appropriate to the task (digital camera, scanner, video editing software, web page software). [**Texas TEKS 126.12(2A)**]
 - d. Students will create original art works, architectural designs, poems, music and dance in the style of the Ancient Greeks.
 - e. Students will develop self-management and social skills needed to display good sportsmanship.
 - f. Students will use research methods to gather information.
- B. *Materials*
1. Recorders
 2. Autoharps
 3. Appendix E (An Olympic Oath)
 4. Appendix F (Composing a Song for the Winner)
 5. *The Olympics, Past and Present*, by Schwartz
- C. *Key Vocabulary*
1. Lyre-stringed instrument of the harp class used by the Greeks

2. Stringed instrument-a musical instrument sounded by plucking or drawing a bow across tight strings
 3. Woodwind instrument-a wood or metal tube instrument with a mouthpiece and finger holes
 4. Chord-a combination of tones that blend harmoniously when sounded together
- D. *Procedures/Activities*
- DAY ONE
1. Students will discuss the original oath taken by the Greek athletes, that they hadn't done anything to make the gods angry, that they had been in training for ten months, that they would follow the rules of their sport and that they would be good sports. Then each student will create an oath that he feels is appropriate for the second grade students. Ideas will be shared and an oath will be developed for the festival's games. (Appendix E)
- DAY TWO
2. The music teacher will demonstrate how to play a recorder and an autoharp and will identify them as being of the woodwind family and the string family, respectively, and related somewhat to the instruments of the Ancient Greeks, the flute and the lyre.
 3. Students will divide into small groups and create a song to celebrate the winner of each Olympic event by combining a poem with music made on the recorder and autoharp. Some of the students may want to create a dance to go with the song. This is quite in keeping with the Greek way of doing things. (Appendix F)
- DAY THREE
4. A demonstration of the art of juggling will be arranged and perhaps a performance of a few simple magic acts. Students will then decide what they want to portray on the day of the Greek Festival: a Greek god or one of the street entertainers.
- E. *Assessment/Evaluation*
1. A copy of the oath developed by the students will be assessed by the physical education instructor and by the school principal to see if the expectations are realistic.
 2. Each musical group will present their winner's musical tribute (and dance, perhaps) to a group of their peers and mentors and will gladly accept constructive suggestions.
 3. Each Greek deity and each street entertainer will be subjectively evaluated on their festival performance.

Lesson Four: A Study of Greek Vases appropriate for second grade (Art)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will relate theater to history, society, and culture. [Texas TEKS 117.10(2.4), 117.34(6.4)]
 2. Lesson content
 - a. Mythology of Ancient Greeks (2, 6)
 - b. Classical Art: The Art and Architecture of Ancient Greece (2,6)
 3. Skill Objectives
 - a. Students will create original art works, architectural designs, poems, music and dance in the style of the Ancient Greeks.
- B. *Materials*
1. White tagboard

2. Terra cotta colored crayon
 3. Black tempera paint (with liquid dishwashing soap added)
 4. Brushes
 5. Pointed wooden stick
 6. Appendix G
 7. Photographs and drawings from Greek vases
 8. *Classical Greece*, by Bowra
 9. *Pandora, Women in Classical Greece*, by Reeder
 10. *A Coloring Book of Ancient Greece*, by Bellerophon Books
- C. *Key Vocabulary*
1. Krater-a jar or vase having a large round body and a wide mouth used for mixing water and wine
 2. Kylix-a drinking cup with two handles
 3. Hydria-a jar with two handles for carrying water
 4. Oinochoe-a jar for wine
 5. Amphora-a large jar for storage
 6. Clay-an earthy material that is plastic when moist but hard when fired
 7. Terra cotta-a clay used for making jars and roof tiles
- D. *Procedures/Activities*
- DAY ONE
1. Teacher and students will discuss Appendix G (Names, shapes and uses of Greek vases.)
 2. Students will fold white tag board in half lengthwise and draw one side of a Greek vase down one side.
 3. Students will cut on this line, then unfold to reveal the whole vase.
- DAY TWO
4. Students will color front side of their cut out vase with terra cotta colored crayons, pressing down very hard.
 5. Students will paint over this colored side with black tempera paint, covering all the crayon.
- DAY THREE
6. Teacher and students will study photographs of Greek vases and their designs.
 7. Students will carve (scratch) a Greek border design across the top and bottom of their vase with a pointed wooden stick.
 8. Students will carve (scratch) a Greek god or mythological character in the center section of their pot.
- E. *Assessment/Evaluation*
1. Students work will hang in the joint sixth-second grade exhibit of Ancient Greek Art at the Greek Festival for all to see.

Lesson Five: A Study of Greek Vases appropriate for sixth grade (Art)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will relate theater to history, society, and culture. [Texas TEKS 117.10(2.4), 117.34(6.4)]
 2. Lesson Content
 - a. Mythology of Ancient Greeks (2, 6)
 - b. Classical Art: The Art and Architecture of Ancient Greece (2,6)
 3. Skill Objectives
 - a. Students will create original art works, architectural designs, poems, music,

and dance from the style of the Ancient Greeks.

B. *Materials*

1. Terra cotta clay
2. Paint paddles
3. Slip (clay +water=paste)
4. Ceramic kiln
5. Glaze
6. Appendices H-I
7. Photographs and drawings from Greek vases
8. *Classical Greece*, by Bowra
9. *Pandora, Women in Classical Greece*, by Reeder
10. *A Coloring Book of Ancient Greece*, by Bellerophon Books

C. *Key Vocabulary*

1. Krater-a vase with a wide mouth and two handles used to mix water and wine
2. Kylix-a drinking cup shaped like a bowl with two handles
3. Hydria-a pitcher with a wide belly, a narrow neck, and three handles used to fetch and store water
4. Oinochoe-a pitcher with one handle used to pour wine
5. Amphora-a tall, two-handled vase with a narrow neck used to store wine and oil
6. Kantharos- a drinking cup with high loop handles and a stemmed foot
7. Lebes Gamikos-a cooking pot sometimes given to brides as a wedding present
8. Loutrophoros-a vase also connected to weddings showing scenes from the ceremony
9. Lekythos- a tall, thin vase with one handle used to pour and store oil
10. Pyxis-a jar with a lid used to hold small items or makeup
11. Stamnos-a jar with a wide mouth, a wide body and two handles, used for storing
12. Terra cotta clay-clay used to make jars, pots, and roof tiles
13. Kiln-an oven used for firing or drying
14. Slip-a mixture of fine clay and water used by potters for cementing moist clay pieces together

D. *Procedures/Activities*

DAY ONE

1. Teacher will demonstrate the coil method of building pots and review the concepts the students have learned in past lessons. (Appendix I)
2. The students will study the work sheet (Appendix H) and choose which style of vase they want to attempt.

DAY TWO THROUGH FIVE

3. Students will build their Greek vases using the techniques demonstrated and the worksheet.

DAY SIX THROUGH EIGHT

4. Students will decorate their vases with Greek designs and figures of gods and mythical characters, using an underglaze.
5. When dry, the vases will be fired.

E. *Assessment/Evaluation*

1. Students' work will hang in the joint sixth-second grade exhibit of Ancient Greek Art at the Greek Festival for all to see.

Lesson Six: A Performance of Orpheus and Eurydice (Theater Arts)

A. *Daily Objectives*

1. **Concept Objectives**
 - a. Students will demonstrate an understanding of art history and culture as records of human achievement. [**Texas TEKS 117.8(2.3), (6.3)**]
 - b. Students will relate theater to history, society, and culture. [**Texas TEKS 117.10(2.4), 117.34(6.4)**]
2. **Lesson content**
 - a. Mythology of Ancient Greeks (2, 6)
 - b. Classical Art: The Art and Architecture of Ancient Greece (2,6)
 - c. The “classical” ideal of human life and works; the ideal of the well-rounded individual and worthy citizen
3. **Skill Objectives**
 - a. The students will develop and use oral and writing skills in their work with Greek mythology, drama and poetry.
 - b. Students will interpret characters using the voice and body expressively and create dramatizations. [**Texas TEKS 117.34(6.2)**]
 - c. Students will data input skills appropriate to the task (digital camera, scanner, video editing software, web page software). [**Texas TEKS 126.12(2A)**]
 - d. Students will create original art works, architectural designs, poems, music and dance in the style of the Ancient Greeks.
 - e. Students will develop self-management and social skills needed to display good sportsmanship.
 - f. Students will use research methods to gather information.
 - g. Students will data input skills appropriate to the task (digital camera, scanner, video editing software, web page software). [**Texas TEKS 126.12(2A)**]

B. *Materials*

1. Material for costuming
2. An outdoor spot ideal for a Greek theater
3. A script if available (see resources) or students can actually compose their own.
4. *Do Not Look Back-The Story of Orpheus and Eurydice*, by Henry Gilfond

C. *Key Vocabulary*

1. Comedy- an amusing drama usually with a happy ending
2. Tragedy- a serious drama with conflict usually with a sad ending
3. Dionysus (the god who fathered the theater)
4. Theatron-
5. Proskenion (eventually became the stage)
6. Skene (operated as a backdrop and a place to change costumes)

D. *Procedures/Activities*

DAY ONE THROUGH THREE

1. Students will research Greek theater, how and where staged, costuming, subject matter, the use of the chorus.
2. If scripts already exist as in our case (see resources), students will read scripts, decide on parts they want to audition for and practice in groups. Then tryouts will be held and parts cast.
3. If no script is available, students will divide into groups, pick one of the myths listed in the Core Knowledge curriculum and will create a dramatization of that myth. They will choose parts in their own group and begin learning their lines.

DAY FOUR THROUGH EIGHT

4. Teacher will demonstrate ways to use voice and body expressively to create a

- dramatic presentation.
- 5. Students will use these concepts as they rehearse for their performance at the festival.
- 6. Students will create any costumes and props necessary for the performance.
- E. *Assessment/Evaluation*
 - 1. Students will perform their plays at the Greek Festival for all to see and evaluate.

Lesson Seven: Using technology to record this Ancient Festival for our school web page

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will demonstrate an understanding of art history and culture as records of human achievement. [Texas TEKS 117.8(2.3), (6.3)]
 - b. Students will relate theater to history, society, and culture. [Texas TEKS 117.10(2.4), 117.34(6.4)]
 - 2. Lesson content
 - a. The Olympic Games (2,6)
 - b. Mythology of Ancient Greeks (2, 6)
 - c. Classical Art: The Art and Architecture of Ancient Greece (2,6)
 - d. The “classical” ideal of human life and works; the ideal of the well-rounded individual and worthy citizen
 - 3. Skill Objectives
 - a. Students will data input skills appropriate to the task (digital camera, scanner, video editing software, web page software). [Texas TEKS 126.12(2A)]
- B. *Materials*
 - 1. Digital still camera/disc
 - 2. Digital video camera/tape
 - 3. Web page software
 - 4. Film editing software
- C. *Key Vocabulary*
 - 1. Digital-
 - 2. Firewire-
 - 3. USB port-
 - 4. Zoom-
 - 5. Format-
 - 6. Crop-
 - 7. Size-
- D. *Procedures/Activities*
 - DAY ONE (MORE AS NEEDED)
 - 1. Teacher will demonstrate the use of the digital still camera and students will go throughout the school with specific assignments to shoot to test their understanding of the process.
 - DAY TWO (MORE AS NEEDED)
 - 2. Teacher will demonstrate the use of the digital video camera and students will take turns filming to get comfortable with the technology. Students will practice slow, steady zoom, pan , holding the camera very steady, keeping movement to a minimum.
- E. *Assessments/Evaluation*
 - 1. Students will edit their work using the appropriate software to see if they have produced work of a quality to be published on the school web page. Work lacking

in good quality will be critiqued and suggestions made that will improve future endeavors.

VI. CULMINATING ACTIVITY

- A. The culminating activity for this unit is, of course, **A FESTIVAL DAY IN ANCIENT GREECE**. On the appointed day, the sixth grade students will host a Greek Olympic Festival for the second graders. Teachers and parents will be present if needed but the responsibility for orchestrating the details will be in the hands of the sixth graders.
- B. Activities will be as follows:
1. The Olympic Games, including foot races, the long jump, javelin, discus, and chariot races
 2. A Performance of Orpheus and Eurydice
 3. An art exhibit with work from both grade levels representing the art of Ancient Greece
 4. Street entertainers (jugglers, magicians, fortune tellers, and musicians) mingling with the crowd
 5. Award ceremonies that include original verse, music and dance
- C. Optional activities if time permits:
1. Greek foods prepared by the older students from old traditional Greek recipes.
 2. Some of the sixth grade students dressed up as Zeus, Hera and the other gods to whom the early Olympics were dedicated.
 3. An archeological dig for Ancient Greek artifacts

VII. HANDOUTS/WORKSHEETS

Appendices A-I

VIII. BIBLIOGRAPHY

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APPENDIX A

THE LONG JUMP

1. The construction of the long jump pit

The jumping pit should be constructed in an open area, usually parallel to the area where the track events will take place. The pit should be at least 5 feet wide and 20 feet long. The ground should be dug out to the depth of at least 12 inches. The pit should then be filled with good quality sand. A board, called a toe board or take-off board, should be placed about 2 feet in front of the pit. This board should be not less than two feet nor more than three feet square. The top of the board should be level with the ground. A running lane equal to 16 to 20 full strides, should be marked leading up to the toe board.

2. Teaching students to use the toe board in the long jump

The long jump consists of a short speedy approach, the actual jump and the landing. The student will find their starting position by standing on the toe board, facing the running lane, and stepping out with one foot. The preferred take off foot should remain on the board. The student should then run 16 strides while someone counts their strides. The student should then note where the sixteenth stride placed him on the running lane. They will use this point as their starting point when beginning the event. As the students practice their jumps, the starting point can be adjusted if they find themselves stepping over the toe board.

3. Teaching students to participate in the long jump

Students should begin their approach on the take-off foot. They should sprint forward and hit the toe board with their heel first. They should then leap forward. The jump must have both height and length. The student should continue the forward motion into the landing. They will want to throw their arms and body forward.

4. Rules governing the long jump

The student must not step over the toe board when performing the long jump. If they step over the board, it is considered a scratch. The distance they jump will be measured from the toe board to the closest landing spot for their body. If they fall backwards or put their hands behind them, this will be the spot that the jump is measured to. Each student will have a practice jump and three competitive jumps. The judges will record each student's longest jump. A scratch counts as a jump.

APPENDIX B

The Discus Throw

1. The construction of a discus throw field

The discus throw requires a field of at least 50 to 60 yards in depth. The ideal location is a baseball diamond. Since the students will be throwing a Frisbee rather than a regulation discus, the width of the field will not be a necessary consideration. The discus field should be located a safe distance from the racing lanes for the foot races.

2. Teaching students to participate in the discus throw

The students should place the Frisbee in their right hand, with the palm facing upward. They should then turn the left side of their body toward the direction of the throw. They will swing their right arm across their body and in the direction of the throw, releasing the Frisbee as their arm reaches its full extension. A student can be allowed a short running start, but they will not be allowed to step over the starting line without their throw being considered a scratch.

3. Rules governing the discus throw

The students shall not cross over the starting line when completing their throw. A cross over the line will be considered a scratch. Each student will be allowed one practice throw and three competitive throws. The distance of the throw will be measured from the starting line to the place where the Frisbee initially came into contact with the ground. The judges will record the student's longest throw. A scratch counts as a throw.

APPENDIX C

The Javelin Throw

1. The construction of the javelin field

The javelin throw requires a field of at least 50 to 60 yards in depth and at least 25 yards in width. A ideal location is a baseball diamond. The students will be throwing bamboo fishing poles rather than real javelins so the isolation of the field is an unnecessary safety precaution. The javelin field should be located a safe distance from the racing lanes for the foot races.

2. Teaching students to participate in the javelin throw

The javelin throw can be taken with or without a run, but a beginner should start with a stationary throw. The javelin should be held in the right hand using a grip similar to the grip used to hold a tennis racket. The thumb and index finger should grasp the shaft at the middle of the pole and the other fingers should close around it. The run should be approximately 30 to 40 feet long. The throw is made with the body turned forward, the eyes focused on the direction of the throw and the left arm extended. The student should make the throw straight overhead. In a real javelin throw, a complicated hop-step is completed just before the throw, but this is difficult for young children to master.

3. Rules governing the javelin throw

The students shall not cross the starting line when completing their throw. A cross over the line will be considered a scratch. Each student will be allowed one practice throw and three competitive throws. The distance of the throw will be measured from the starting line to the place where the javelin initially comes into contact with the ground. The judges will record the student's longest throw. A scratch counts as a throw.

APPENDIX D

Foot Events

1. The construction of the foot event lanes

The track events will need to be located on an grassy open field without any holes or other obstacles. The track should be 110 yards in length. Each lane should be 3 feet wide. The lanes should be drawn in chalk using a marking machine. To keep the lines straight, string should be stretched the length of the field and staked so that the marking machine can be moved along the string. Each lane should be marking using a newly stretched string. Lines at the 50 yard marker, the 75 yard marker and the 100 yard marker should bisect the track.

2. Teaching the students to participate in the track events

The students will practice starting and running the race. They will kneel on their left knee, with their right leg bent and their body leaning forward, supported by their hands placed on the ground. On the signal “get ready”, they will raise their hips. At the signal to begin, they will propel themselves forward over the starting line and onto the track. Each student will run in his or her own lane. The runners should run with their arms swinging at right angles and their elbows bent and close to their side. Their breathing should be as normal as possible. The students should continue running with their heads up and eyes straight ahead until they have crossed over, and run beyond, the finish line.

3. Rules governing the foot events

The students will not cross the starting line until they receive the starting signal. If any part of their foot crosses the line before the starting signal, the judges will consider that the runner has scratched, and therefore will be eliminated from the event. The student crossing the finish line first will be considered the winner. Students crossing into another runner’s lane will be disqualified.

APPENDIX E

OATH OF THE EARLY OLYMPIC ATHLETES

The Greek athletes of the Ancient Olympic games had to swear an oath that they had done nothing to displease or anger the gods, that they had trained for at least ten months, that they would follow the rules of their sport, and that they would display good sportsmanship at all times. Write an oath for our young Olympic athletes to swear to before they compete in our re-creation of those early games. Who must they not displease? How long must they train? What will happen if they are not good sports? Is there anything else you want to add? Record your ideas of what the oath should contain in the space below.

APPENDIX F

SONG TO CELEBRATE THE OLYMPIC WINNER

In the Ancient Greek Olympics, each contest had only one winner-no gold, silver or bronze. This winner really got the red carpet treatment-a laurel wreath to crown his head, a song composed just for him, sometimes accompanied by dancing, and even a hold knocked in his city's wall so he could drive his chariot through it during his victory parade. The musical instruments of Ancient Greece were the flute and the lyre, and we can come pretty close to re-creating that sound if we use a recorder and an Autoharp. Your assignment is to compose a poem, honoring the winner of one of the events (leave the name blank and fill it in when you know who has won). Then take your poem and using the recorder and Autoharp, add music to your tribute. When you are finished, feel free to make up a dance, too, to go along with your athletic tribute. Record your poem in the space below.

APPENDIX G TYPES OF GREEK VASES

1. KRATER-a wide mouth jar for mixing water and wine.
2. KYLIX-a drinking cup with two handles.
3. HYDRIA-had handles for carrying water.
4. OINOCHOE-a jar for wine.
5. AMPHORA-a large jar for storage.



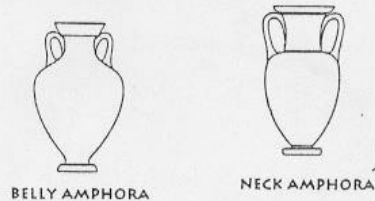
GREEK VASES FOR GRADE TWO

1. Fold a piece of white tagboard (12x18) in half lengthwise.
2. Draw one side of a Greek vase down the edge across from the fold.
3. Leaving tagboard folded, cut on this line. Open to reveal the whole vase.
4. Color one side of the vase with terra cotta colored crayons, pressing down very hard.
5. Paint over the crayon with black tempera paint.
6. Using pointed wooden sticks, carve (scratch) a Greek border design across the top and bottom and a Greek god or mythological figure in the middle.

APPENDIX H TYPES OF GREEK VASES

The Ancient Greeks created their fine vases from a local reddish brown clay somewhat similar to our own terra cotta clay. These vases were thrown on a potter's wheel, dried, decorated and then fired in a kiln. The Greek artists painted scenes about the gods or mythical characters on the surface of the pots with slip (clay+water). When fired, the painted areas turned black and the unpainted areas stayed red. Then the pots were polished by rubbing.

AMPHORA (AM-for-ah) a tall, two-handled vase with a narrow neck used to store wine and oil.



HYDRIA (HI-dree-ah) a pitcher with a wide belly, a narrow neck, and three handles used to fetch and store water.



KANTHAROS

KANTHAROS (KAHN-thar-ohs) a drinking cup with high loop handles and a stemmed foot.



KALYX KRATER



BELL KRATER

KRATER (KRA-tur) a vase with a wide mouth, two handles and usually a foot used to mix water and wine. There are several styles of kraters depending on whether the handles are located high or low on the body of the pot.

APPENDIX H (PG. 2)

KYLIX (KI-lik) a drinking cup shaped like a bowl with two handles.



LEBES GAMIKOS (LE-bes gah-MEE-kohs) a cooking pot sometimes given to brides as a wedding present.



LOUTROPHOROS (loo-troh-FOR-ohs) a vase also connected to weddings showing scenes from the ceremony.



LEKYTHOS (LEK-e-thohs) a tall, thin vase with one handle used to pour and store oil.



OINOCHOE (oe-NOHK-oh-ay) a pitcher with one handle used to pour wine.



PYXIS (PIK-sis) a jar with a lid used to hold small items or makeup.



STAMNOS (STAM-nohs) a jar with a wide mouth, a wide body and two handles, used for storing.



APPENDIX I
HAND BUILDING A GREEK VASE

1. Using terra cotta clay (reddish in color when fired) be sure that clay is worked up and ready to use. Clay is ready when it no longer sticks to your hands or the table.
2. Roll a small ball of clay. Press thumbs into center and create a small pinch pot.
3. Take some more clay and roll it into a thick coil. With your thumb blend the coil to the pot, inside and out. Continue to add coils until the pot is the desired height.
4. To shape the kind of vases that were found in Ancient Greece, place the coil on the outside edge of the one beneath to make your pot flare out. Place the coil on the inside edge of the one beneath to make your pot round in. Place the coil exactly on the edge of the one beneath to make your pot continue to grow straight up.
5. Pots can also be shaped by patting them with a paint paddle, gently. Do not try to shape your pot by manipulating it with your hands or by pinching it. Clay stretches easily, becomes floppy and collapses.
6. When you are satisfied with the shape of your pot, get a small cup of water and rub the surface to smooth it as much as possible. Don't use too much water—your pot could melt.
7. Add handles last, as they tend to be delicate. Blend on carefully so they will not come off.
8. Your vase can be decorated and painted when it is almost dry, with an underglaze or can be decorated and painted with a glaze after it has been fired once and then fired again.
9. Decorate your vase with a black glaze or under glaze, leaving lots of the terra cotta clay showing. Use motifs and figures in the style of the Ancient Greeks.