



## **Elementary Education Lesson Plan Template**

Student Name: Eileen Hernon

Grade Level: 3

Topic: Ancient Olympics

### **Rationale:**

- The students are currently learning about ancient Greece and the ways that ancient Greek culture influences their lives today. The goal is that learning about other civilizations will increase their global awareness and instill within them an appreciation for how the past impacts the present. The Olympics in particular should be a good point of focus because it a) showcases a main contribution of the ancient Greeks and b) is relevant to their own lives now as the winter Olympics are just a few months away.

### **Enduring Understandings:**

- Ancient Greece contributed a great deal to modern culture, science, architecture, and government.

### **Essential Questions:**

- How do we experience Ancient Greek contributions in our own lives?

### **Primary Content Objectives:**

Students will **know:** (facts/information)

- Modern Olympics are derived from ancient Olympics, with several key differences:
  - Only men were allowed to compete in the ancient Olympic games
  - Ancient Olympic games were meant to honor the gods
  - Ancient Greek Olympics were held at Olympia, modern Olympics change location each time
  - Many different countries participate in the modern Olympics
  - Modern Olympics have many more athletic events than ancient Olympics
  - Ancient Olympics had academic contests in addition to athletic contests
- Still, some things stayed the same:
  - Torch-lighting ceremony
  - Honoring champions

Students will be able to **do:** (skills and behaviors)

- Compare and contrast the ancient and modern Olympics

### **Related state or national standards:**

- VA Social Studies SOL 3.3:

- The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports

#### **Assessment:**

- Formative Assessment:
  - Students will complete an exit ticket that measures their understanding of the similarities and differences between ancient and modern Olympics
  - See attached ticket
- Summative Assessment:
  - Students have been working on an interactive notebook throughout the unit on ancient Greece. At the end of the unit, I will collect their notebooks to check their understanding
  - See attached rubric

#### **Materials and Resources:**

##### Instructional Materials:

- Each child will need their interactive notebook
- Slideshow with pictures and videos of ancient Olympia
- Each child will need a pencil and some colored pencils

##### Assessment Materials:

- Differentiated exit tickets
- Interactive notebook rubric (see attached)

##### Planning Resources:

- Video of torch-lighting ceremony: <https://www.youtube.com/watch?v=7IF1KEOh-BY>
- Interactive notebook pages found from TeachersPayTeachers
  - [https://www.teacherspayteachers.com/Product/BUNDLED-Ancient-Civilizations-Interactive-Notebook-1775739?gclid=EAIaIQobChMIlf\\_ise-C1wIV2FuGCh2qSgPFEAQYASABEgK6q\\_D\\_BwE](https://www.teacherspayteachers.com/Product/BUNDLED-Ancient-Civilizations-Interactive-Notebook-1775739?gclid=EAIaIQobChMIlf_ise-C1wIV2FuGCh2qSgPFEAQYASABEgK6q_D_BwE)
- photos from Gwen's trip to Olympia
- Interactive website on Olympic events <http://www.bbc.co.uk/guides/z36j7ty>

#### **Key Vocabulary and Definitions:**

- Contribution: something given. In this case, the parts of our culture we got from ancient Greece
- Olympics: an international athletic contest that takes place every four years

#### **Lesson Procedures:**

##### **1. Introduction and goal orientation:**

- a. Bring kids to the carpet
- b. "Today we're going to continue talking about Greek contributions, specifically the Olympic games."

## **2. Connecting to prior knowledge and experiences:**

- a. “Yesterday we glued some new pages in your notebooks about the Olympics. One of them talked about some of the similarities and differences between the ancient Olympics and the modern Olympics. Does anyone remember some of the key differences?”
  - i. Possible responses include:
    - 1. Only men were allowed to compete
    - 2. Only Greek city-states competed
    - 3. Winners received an olive branch, not a medal

## **3. Tasks and activities:**

- a. Slideshow of pictures from Olympia.
  - i. “Boys and girls we are very lucky, because Ms. Meeks actually traveled to Olympia a few years ago and took lots of pictures, so we get to see what the site of the ancient Olympics looks like today.”
    - 1. Remind them that Olympia is a city-state (possibly review what *city-state* means)
  - ii. A big difference between ancient Olympics and modern Olympics is that the ancient games always took place at Olympia. Today, the games change locations every time. For example, the 2012 summer games took place in London, and the 2016 summer games took place in Brazil.
  - iii. At each picture, stop to ask the kids what they notice. Discuss the following:
  - iv. Pictures 1 and 2: Gymnasium where athletes trained and took classes
    - 1. Take-away: the ancient Olympics were not just an athletic competition, but also an academic one. Today, the Olympics are purely athletic.
  - v. Picture 3: Bathtub for the athletes”
    - 1. Just to keep kids interested/grossed out
  - vi. Picture 4: Temple of Zeus
    - 1. The ancient Olympics were meant to honor and please the gods. Zeus was the king of the gods. Today, the Olympics are meant to bring honor to yourself and your country; they aren’t religious.
  - vii. Picture 5: site Olympic flame lighting
    - 1. The flame was a very important part of the ancient Olympics and is still important today. Long ago, they believed that Prometheus stole fire from Zeus. To remember that and honor Zeus, they kept a flame burning through the whole Olympic games. Today, we also keep a flame burning to represent the light of spirit, knowledge, and life. Before the torch reaches the Olympic games, it travels all

the way around the world. It starts in Olympia and the site of the ancient games.

2. Watch video of Olympic torch lighting ceremony.

- a. Kids may have questions about what the women are wearing/who they are. I'll explain they're actors wearing costumes and playing the part of high priestesses. They've been working hard to choreograph this ceremony since the last games ended.

viii. Picture 6: Temple of Hera:

1. Hera was the wife of Zeus and therefore queen of the gods. She watched over the Olympic games.

ix. Picture 7: Olympic Stadium

1. This is where a lot of the events took place in the ancient Olympics.
2. "There weren't as many athletic events in ancient times. Nowadays we have events like swimming, gymnastics, ski jump, beach volleyball, and bobsledding. Would anyone like to predict what the ancient events were?"
  - a. Responses will vary. Kids will probably predict chariot racing, foot racing, maybe wrestling?
3. Link to interactive website on athletic events. Have kids come up and use ActivBoard to interact
  - a. When kids click on each sport icon, have them read what the event was.

4. **Closure:**

- a. "Alright I need everyone to return to their seat. I'm going to pass out a little exit ticket. Think about ways that the ancient and modern Olympics are alike and different."

**Accommodations for individual differences:**

- Differentiated tasks:
  - Ideally, the whole-group instruction is straightforward enough that it's accessible to all students. However, there are three versions of the exit ticket: a Venn Diagram for the on-level kids, a modified version for kids who struggle with writing, and a more in-depth writing-heavy ticket for more advanced students who could use a creative challenge.

**Behavioral and organizational strategies:**

- We have two students who absolutely *hate* writing. One of them simply protests loudly at the prospect of writing, while the other one either completely ignores the work, rips up

his paper, or will get aggressive. To stave off any negative behavior that may result from writing, I tried to make the modified exit ticket writing-minimal. I figure it doesn't matter *how* the kids show me they understand the similarities and differences between ancient and modern Olympics, just that they show me.

- By having the students sit on the carpet during the picture presentation, I'm able to keep a closer eye on them, and I make it impossible for them to fidget with stuff behind their desk. I also find they can focus their attention better when the whole class is gathered together, as opposed to everyone sitting at their seat.
- The class can sometimes get chatty (read: they talk all the time). A little chatting here and there doesn't bother me, but when they start to get distracted by their side conversations I get annoyed. Something I've been trying lately when they get too talkative is just stopping and waiting. A few of the kids will notice and then pressure their friends to be quiet. It helps prevent me from getting overwhelmed/agitated, and puts the onus on the kids to regulate themselves and each other.

Version 1:

Name\_\_\_\_\_

Date\_\_\_\_\_

1) Draw a picture of the ancient Olympics.

2) How are the ancient Olympics different from the modern Olympics?

Name\_\_\_\_\_

Date\_\_\_\_\_

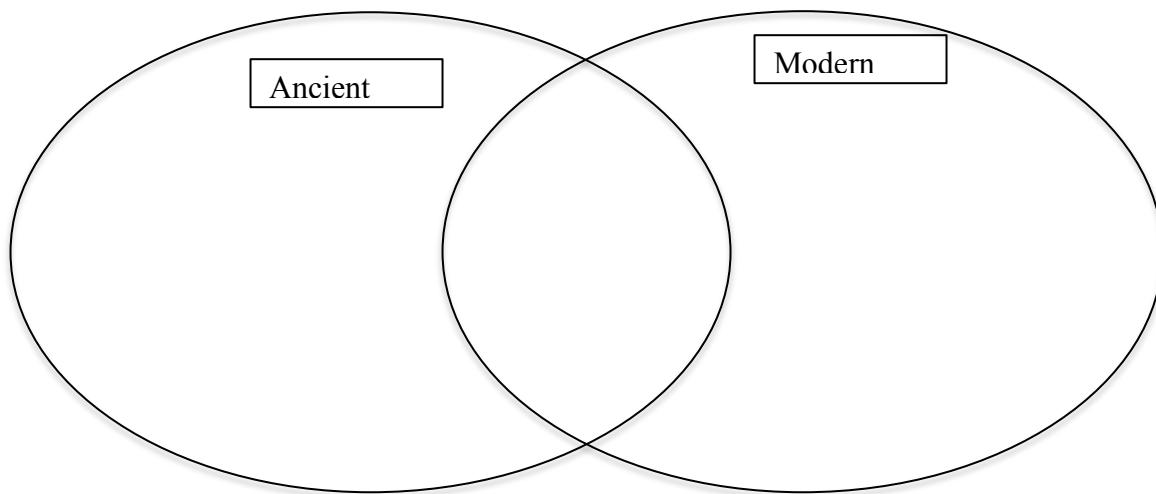
1) Draw a picture of the ancient Olympics.

2) How are the ancient Olympics different from the modern Olympics?

Version 2:

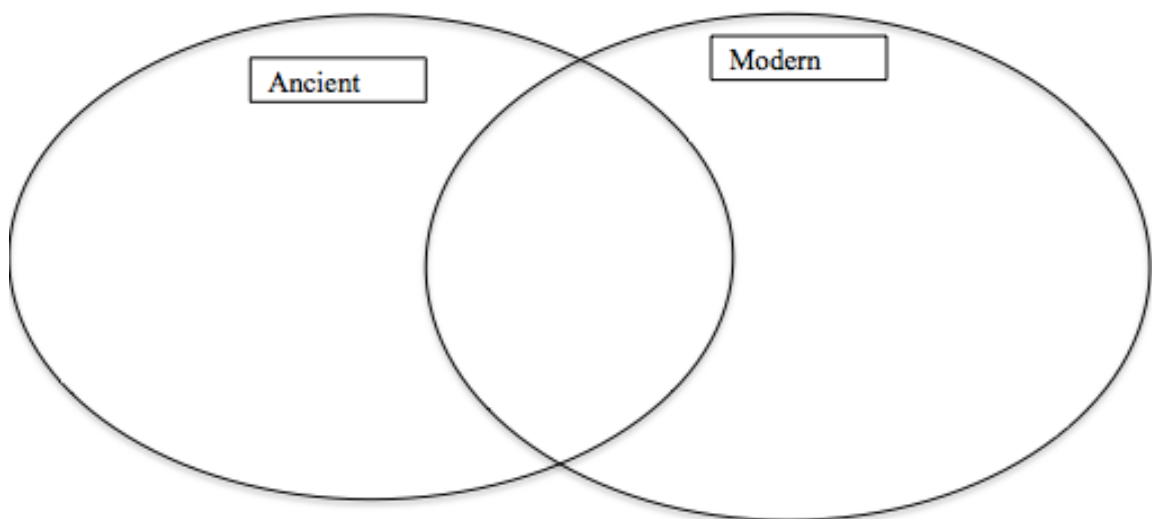
Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Fill in the Venn Diagram below to compare and contrast the ancient and modern Olympics.



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

Directions: Fill in the Venn Diagram below to compare and contrast the ancient and modern Olympics.



Version 3:

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

Directions: Imagine you're a time-traveler from ancient Greece and you're going to 2018 winter Olympics. What things would surprise you? What would be the same as the Olympics you're used to?

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

Directions: Imagine you're a time-traveler from ancient Greece and you're going to 2018 winter Olympics. What things would surprise you? What would be the same as the Olympics you're used to?

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**Rubric:**

	<b>Developing (1)</b>	<b>Approaching (2)</b>	<b>Proficient (3)</b>
<b>Content</b>	More than a third of the notebook pages are incomplete. Most definitions are inaccurate and/or incomprehensive. Most drawings are not relevant and/or detailed. Most labels are inaccurate.	The student has completed most notebook pages. All definitions are accurate, if not comprehensive. Most drawings are relevant and detailed. Most labels are accurate, although there may be a few mistakes.	The student has completed every notebook page. All definitions are accurate and comprehensive. All drawings are relevant and detailed. All labeling is accurate.
<b>Neatness</b>	Most of the writing is illegible. There are significant spelling errors that impede comprehension. The drawings are sloppy and/or lacking in color.	Most of the writing is legible. Specific names and vocabulary terms are spelled correctly, save for a few minor errors (that don't impede comprehension). Most drawings are neat and colorful.	All writing is legible, and specific names and vocabulary terms are spelled correctly. Drawings are neat and colorful. All of the pages are in the correct order.