

TAKE ME THERE[®]
GREECE



A UNIT OF STUDY FOR GRADES K-2

Presented by **IceMiller**
LEGAL COUNSEL


CHILDREN'S
MUSEUM
INDIANAPOLIS

ACKNOWLEDGEMENTS

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The Children's Museum of Indianapolis is a nonprofit institution dedicated to creating extraordinary learning experiences across the arts, sciences, and humanities that have the power to transform the lives of children and families. It is the largest children's museum in the world and serves more than 1.2 million people across Indiana as well as visitors from other states and nations.

The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. Visit the Educators section of the museum's website at childrensmuseum.org to plan a visit or learn more about educational programs and resources.

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INTRODUCTION



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THE EXHIBIT

Take Me There®: *Greece* is designed to immerse visitors in the many aspects of modern Greek life. Visitors to the exhibit experience the sights, sounds, and wonders of one of the world's oldest civilizations. They meet three Greek families and visit urban and rural homes to experience a day in Greece. Visitors can dine in the Taverna (restaurant), relax at twilight on the Plateia (town square), and care for turtles and their eggs in the rescue center.

THE UNIT OF STUDY

Take Me There: Greece unit of study is designed for Grades K–2. Young Learners will fall in love with the bright colors, rhythmic music, delicious food, and fascinating people of Greece as they begin to discover another culture. Studying other cultures cultivates a sense of respect and pride for self and others and promotes inclusivity and community. Lesson experiences are designed to ignite the imagination and formulate a deeper understanding of the world. The unit is divided into three main topics with supporting experiences embedded in each topic. All of the experiences are differentiated to address K–2 academic standards in language arts, visual arts, math, science, and social studies. The three key topics—Introduction to Greece, Family Life, and Culture—are designed to build upon each other to ensure students have a holistic understanding of Greece. The unit of study is designed to connect the formal education of the classroom to the informal education of the museum. The unit also features the exhibit's various cultural immersion experiences. Students create a personal passport to document their learning experiences throughout the unit and serve as a guide when they visit the exhibit. After each of the experiences, students receive a stamp or sticker to commemorate their learning.

ENDURING IDEAS

Understanding similarities in world cultures fosters awareness, acceptance, and even respect for people from other societies and traditions.

WHY GREECE?



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Greece's cultural influence extends all over the world. Language, philosophy, literature, science, and mathematics, to name a few, have deep roots in Greek culture. It is the birthplace of democracy and has been called "The Cradle of Western Civilization." Overlooking cities and towns are weathered statues of stone deities from long ago, and commuter cars busily speed past historic temples. This intersection between the ancient world and the contemporary urban center is where Greece finds its identity. Its citizens are contemporary and modern, yet their beliefs and celebrations are decidedly traditional. This delicate balance is what makes Greece a fascinating nation filled with endless discoveries!

WHAT'S AHEAD?

Lesson 1 Welcome to Greece

Students begin their journey of discovery by creating a passport they will use throughout the unit to document what they have learned. The lesson introduces students to an aspect of mapping. They will examine ways to utilize different types of maps and learn how to identify the many physical features presented in maps of Greece, including mountains, oceans, and cities. This lesson encourages spatial reasoning through the identification of global and local physical features and highlights social studies standards in geography.



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Lesson 2 Greek Culture

Students are introduced to three notable aspects of Greek culture that are prominently featured in the exhibit. The first experience explores various Greek celebrations and religious holidays. Students also discover ways in which Greek food is unique and important to the fabric of Greek society. By exploring how regional food is

heavily reliant on local resources, students engage in hands-on experiences to examine the history of Greek cuisine. Students learn about the history of Greek mosaics and create their own Greek mosaic artwork.



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Lesson 3 Greek Values

As students learn about the Greek culture, they develop understanding of the deep traditions and values that

have been carried down through generations. Students identify the members of their own family and learn about the structure of modern Greek families. Students discover how various aspects of Greek life are often the same but sometimes different from their own, including how cultural stories are passed down and how conservation and sustainability are important for future generations. In a Culminating Experience, students visit the *Take Me There®: Greece* exhibit and experience the wonder, beauty, and excitement of Greece firsthand!

WHAT WILL STUDENTS LEARN?

The Experiences in this unit help students in Grades K–2 attain state and national standards in the following subject areas:

- English/Language Arts
- Social Studies
- Visual Arts
- Science
- Physical Education

WHAT WILL STUDENTS BE ABLE TO DO?

Unit Goals:

Kindergarten students will:

- Identify locations on a map
- Explore different physical features of a country
- Compare and contrast activities, cultural norms, and living spaces in Greece to those in their own community
- Compare Greek family traditions to their own family traditions
- Listen to stories and identify characters
- Experience traditional Greek music, costume, and food
- Recognize how different jobs affect local communities



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- Understand the basic ideas of sustainability in an ecosystem
- Create a passport and plan a trip
- Reflect on the various connections between Greek and American cultures

1st and 2nd grade students will:

- Compare the characters and messages in different cultural folklore
- Understand different features on a map, and identify cardinal directions and understand their importance
- Discuss the importance of traditional Greek celebrations and holidays
- Give examples of similarities and differences in Greek culture and their own culture
- Explore ways that jobs impact local economies
- Explain why natural resources should be used responsibly
- Recognize what scarcity of natural resources does to communities
- Consider how human activity negatively and positively affects their community



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INTRODUCTION

GETTING STARTED

Teaching Sensitive Subjects



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- **Family:** All families are different, and students may see that their families are different from others in the classroom when discussing this topic. Set aside time in the lesson to address how all families are different and unique. Some students may have divorced parents, single parent(s), LGBTQ parent(s), foster parent(s), adoptive parent(s), or relatives as their caretakers. Using specific words like “mommy” and “daddy” may not be terms that all students are familiar with. Words or phrases such as “important people in your life” or “people you live with” will help to create a more inclusive classroom environment. Encourage students to talk about their diverse families and what makes them special.



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- **Religion:** Many Greek traditions are deeply religious. Roughly 98% of Greece’s population belongs to the Greek Orthodox Church. The United States is religiously diverse, and students may come from many different religious backgrounds or none at all. Navigate this topic by

telling students that people from all over the world celebrate in different ways, and ask them to talk with their families about why their celebrations and traditions are important to them.

- **Conservation:** Young learners may become emotional when they learn that animals such as fish and turtles are in danger. Guiding the conversation from the point of view that students can be “helpers” to animals will give students a sense of involvement. Other ways to help with students’ anxiety include showing pictures or videos of rescued and rehabilitated fish or turtles, inviting an expert to bring some animals into the classroom, or engaging the class in a volunteer program that helps animals in their community.



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Classroom Environment

Carefully selected high-quality resources can help students become travelers who prepare to participate in a new culture as opposed to tourists who may be casual visitors. Create an inviting learning environment with posters, maps, photographs, and music. Set up a **Greek Culture Center** where students can use their imaginations to create Greek-influenced pottery, art, and other projects. This area can take many forms and should be adjusted to your classroom’s space and students’ needs. Some ideas include a Greek theater, an archaeology area, and a building area to construct Greek structures.

Museum Links

Visit the Educators section of The Children’s Museum of Indianapolis website at childrensmuseum.org to learn about school programs and teacher professional development related to Greece.



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LESSON 1—WELCOME TO GREECE



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Where does someone start when they decide to plan a trip? How can observing maps help students understand a country or a city? Students will begin their introduction to Greece by using maps and globes to locate Greece, identify physical features, and recognize human-constructed features. They will learn to identify features on the map including oceans, mountains, and major cities through the use of colors, grids, and hands-on activities.

FOCUS QUESTIONS

Use these questions to start discussion and help students focus on key ideas in Lesson 1.

- What is a passport and why do people need one to travel?
- Why do people travel?
- What do travelers to another country need to know before their trip?
- Where is Greece located? How would you travel there?
- Why do we use maps?
- How do we locate a place on a map?
- What are some physical features that can be found on a map?
- What is an ecosystem?
- Why are ecosystems important?
- How do the major natural features of Greece, such as mountains, islands, and seas, compare to human-constructed features?



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OBJECTIVES

Students will:

- Consider why people travel
- Explore ways to prepare for a trip
- Use various materials to create a passport
- Discover the importance of using a map
- Locate Greece on maps and globes
- Identify different physical features on a map
- Understand the meaning of map symbols and discover their importance
- Learn about the different ecosystems of Greece

WHAT YOU WILL NEED

Materials for Experience 1

- world atlas, maps, globes
- internet access
- maps of Greece (pages 14–15)
- passport template (pages 10–11)
- colored pencils/markers/crayons
- a small notebook or loose pieces of paper
- stickers or stencils
- camera and printer
- scissors
- passport stickers or stamps

VOCABULARY

directions	passport
ecosystem	physical features
island	seas
map	wetlands
mountains	travel

LESSON 1—WELCOME TO GREECE



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EXPERIENCE 1: Passport to Greece

In preparation to travel to Greece, students will create a passport based on the places they would like to go in Greece and things that they would like to do by adding pictures, words, and drawings to their passport during subsequent Experiences. They will use this passport to help guide them in their Culminating Experience when they visit *Take Me There®: Greece*. Important Note: After each of the six Experiences, students should be given a passport stamp or sticker to show the learning milestone. Their final experience will be a special stamp or sticker that the students will design themselves.

PROCEDURES:

- Ask students if they know what it means to **travel**. After discussing their ideas, ask if any students have ever traveled to or from another country.
- Explain to students that when people travel outside of their country, they take a **passport** with them. Ask the students if any of them have seen a passport, either one for themselves or a family member. Share with students that a passport includes information about a traveler, such as photos, and is also a record of where people have traveled in the world. Explain to students that they will be taking a trip to Greece in the classroom and will need to make a passport. The students will use the passport to record their discoveries during the unit. They need to keep this passport with them throughout the unit of study and when traveling to see *Take Me There: Greece* at The Children's Museum of Indianapolis.
- Show students a trip itinerary and ask them if it reminds them of anything they have seen at home. Students might suggest a list, a schedule, or a calendar. Review the parts of the itinerary and explain why it is important to plan a trip.
- Ask students if they make lists at home. What are things they do each day that need to be done in a specific order to make sure that their day is successful (getting dressed, eating breakfast, etc.)?

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard I: Culture; Standard IX: Global Connection

Common Core Standards for English Language Arts – Literacy

Speaking and Listening:

SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts – Phonetics and Writing: K.RF.2.1, K.RF.2.2, K.RF.2.3, K.RF.2.4, K.W.2.1, K.W.2.2

Visual Arts – Creating – VA:Cr1.1.PKa; VA:Cr1.1.Ka; VA:Cr1.1.1a, VA:Cr1.1.2a, VA:Cr1.1.3a, VA:Cr1.2.PKa, VA:Cr1.2.Ka, VA:Cr1.2.1a, VA:Cr1.2.2a, VA:Cr1.2.3a

Getting Ready to Travel

1. Learn about other cultures
2. Decide where to visit
3. Get a passport
4. Make an itinerary
5. Buy a ticket
6. Check the weather on days I will visit
7. Pack my bags
8. Travel by plane, boat, train, or car

Brad Pict / Adobe Stock

LESSON 1—WELCOME TO GREECE

- When students are ready to make their passports, provide them with materials to assemble them. Younger students may need help with assembly.
- Review the steps needed to construct the passport with students and walk them through the steps.
- Cut out the cover of the passport template you choose on page 10 or 11. (If you are working with very young students, you will want to make copies of the cover of the passport template on page 10 or 11, cut out the covers yourself, and distribute one to each student.)
- If students are using notebooks, glue the passport cover on page 10 onto the front cover of the notebook. If using loose paper, cut out several pieces of paper slightly smaller than the size of the passport template to use as the pages, and fold them in the middle to create a booklet. Place the pages inside the cover and staple on the side to bind the booklet.
- Take photos of each student and print them out in a small size to be pasted into the passport. Instead of photos, students can draw pictures of themselves to include in their passports if a photograph is not available.
- Have students paste their photo or picture in the inner cover of the passport and write their name underneath it.
- Ask the students to color or decorate the cover of their passport, but remind them that they need to keep the pages inside blank because they will be adding words and pictures.
- Explain to students that they will earn passport stamps or stickers after they complete each experience.

SAY HELLO!

Students will hear some basic Greek phrases as they enter the exhibit.

English	Greek
Hello	Yassou (YAH-soo)
Goodbye	Antio (aw-TEE-oh)
How are you?	Ti kanis? (TEE-kah-niss)
Sorry	Signómi (seeg-NOH-mee)
Please	Parakaló (pah-rah-kah-LOH)
Thank you	Efcharistó (eff-kah-reh-STOH)
You're welcome	Parakaló (pah-rah-kah-LOH)
My name is . . .	Me léne (meh-LEH-neh)

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TRAVEL IN ANCIENT GREECE



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Travel in ancient Greece was not always fun and easy! It was often dangerous. Terrain was rough to navigate, and voyages took weeks, months, or even years as methods of transportation were limited to traveling by foot, in carts pulled by animals, or by boat. Thieves, criminals, and even pirates were a threat. Unlike today, there was little

travel for enjoyment or tourism. People traveled for trade, journeyman work, religious pilgrimages, and battle. Despite all the hazards involved with travel, Greeks believed that travel was important and spread their culture throughout the world by exchanging goods such as spices and cloth and swapping theories on philosophy and religion.

LESSON 1—WELCOME TO GREECE

PASSPORT COVER

If students are using notebooks, use this passport cover.
Cut out and glue the passport cover onto the front cover of the notebook.



Africa Studio / Adobe Stock

This passport belongs to:

LESSON 1—WELCOME TO GREECE

PASSPORT COVER

If students are using loose paper, use these passport covers.
Cut out, add blank sheets, fold in half, and staple to bind.



Africa Studio / Adobe Stock

This passport belongs to:



Africa Studio / Adobe Stock

This passport belongs to:

LESSON 1—WELCOME TO GREECE



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TEACHER TIP

THE LIVING MAP

It can sometimes be hard for students to grasp the concept of a map because it is a two-dimensional depiction of a location. Google maps online can offer a different look at how maps work, and there are other internet-based maps that can pique students' interest. For a hands-on experience, students can place rocks, grass, plastic animals, and other real items on a map to represent respective features.

EXPERIENCE 2: Where in the World Is Greece?

There are many fascinating ways to learn about new places by reading a map. This experience encourages students to identify natural features on a map, such as water, mountains, islands, and lowlands, and features created by humans, such as cities. Younger learners will identify and correctly color features on the map based on a color legend and utilize their spatial reasoning skills. Grades 1 and 2 will retrace a map of Greece using a guided grid and begin to use directional phrases to find locations and natural features.

PROCEDURES:

Kindergarten

- Ask students if they have ever heard of or seen a **map**. Students might mention a treasure map or GPS in a car. As students suggest types of maps, ask them to describe the purpose of the maps. Guide them to understand that maps give **directions** to help you find a place or an item.
- Explain to students that they are going to create a map of their classroom, to help new students learn where items are located.
- Ask students to observe what things are in their classroom. Then ask: What are some of your favorite parts of the classroom? What are important things that we need to have in the classroom?
- Provide students with paper and art supplies. Invite them to draw a map of the classroom. This can be done individually or students can work collaboratively in small groups to create one large map. As students are adding classroom items to their maps, ask them if it's important to arrange items in a specific order or place. You can also suggest to students that they consider how they might color code or label items.
- After their classroom maps are completed, show the students a map of their state and help them locate where they live. Point out physical features on the map.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard III: People, Places, Environments; Standard IX: Global Connection

Indiana Academic Standards

Social Studies – K.3.1, K.3.2, K.3.3, K.3.5; 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.7; 2.3.1, 2.3.3, 2.3.4, 2.3.5, 2.3.6

Visual Arts – Creating and Responding – VA:Cr2.3.PKa, VA:Cr2.3.Ka VA:Cr2.3.1a, VA:Cr2.3.2a, VA:Cr2.3.3a; VA:Re7.2.Pk, VA:Re7.2.Ka, VA:Re7.2.1a, VA:Re7.2.2a, VA:Re7.2.3a

LESSON 1—WELCOME TO GREECE

- Ask students to make observations about the shapes and colors they see on the map. Students might notice blue lines, words, or dots. Share with students that drawings on the maps represent **physical features** such as water or roads. Ask students what they think a blue line, for example, might mean on the map. As students suggest answers, help them connect the features on the map to real features by talking about what **islands** or **mountains** look like.
- Demonstrate to students how to code a map by using colors. Identify the different physical features on the map such as mountains, water, islands, and plains and help them differentiate by coloring them (blue = water, brown = mountains, green = islands, yellow = plains).
- Give students a map of Greece to color in the different features (see page 15).
- Award each student with a stamp or sticker for the Map Experience in the passport.

Grades 1 and 2

- Ask students if they have ever heard of or seen a **map**. Students might mention a treasure map or GPS in a car. As students suggest types of maps, ask them to describe the purpose of the maps. Guide them to understand that maps give **directions** to help you find a place or an item.
- Explain to students that they are going to create a map of their classroom, to help new students learn where items are located.
- Ask students to observe what things are in their classroom. Then ask: What are some of your favorite parts of the classroom? What are important things that we need to have in the classroom?

- Provide students with paper and art supplies. Invite them to draw and color a map of the classroom. This can be done individually or students can work collaboratively in small groups to create one large map.
- After their classroom maps are completed, introduce students to a map of Greece with physical features, including major cities (see page 14).
- Ask students to identify the different **physical features** on the map, such as **mountains, seas, islands,** and plains, and help them differentiate by asking the students to draw a symbol on the feature (wave = water, peak = mountains, palm tree = islands, grass = plains, person/people = city)
- Help students retrace a map of Greece using a guided grid and directional phrases to find locations and physical features. To create the grid, instruct students to do the following:
 - Turn a blank sheet of paper vertically. Place your ruler horizontally at the top of sheet of paper. Line up the left edge of the ruler with the left edge of the paper.
 - Starting at the left side of the top of the sheet, make a small dot at each inch mark.
 - Move your ruler to the bottom of the sheet, line it up at the left side again, and then make a small dot at each mark.
 - When you have made all the inch marks, turn your ruler vertically and draw a line down the page to connect the dots from the top to the bottom of the sheet of paper. This should produce 8 straight vertical lines.

- Now, turn the paper horizontally. Place your ruler along the top edge and line up its left edge with the left edge of the paper.
- As before, make a small dot at each inch mark. When you have made all the inch marks, turn your ruler vertically and draw a line down the page to connect the dots from the top to the bottom of the sheet of paper. This should produce 10 straight vertical lines.
- Students have now created the grid they will use to draw their map.
- Ask students to repeat the same steps to create a grid on top of the map of Greece (page 15).
- When they have completed creating the grid on the map, they can begin to copy the map of Greece onto their blank grid. Help students label the boxes on the map grid and the blank sheet with corresponding numbers. They can then copy the boxes number by number.
- Award each student with a stamp or sticker for the Map Experience in the passport.



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LESSON 1—WELCOME TO GREECE

DETAILED MAP OF GREECE



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LESSON 1—WELCOME TO GREECE

BLANK MAP OF GREECE



Olya / Adobe Stock

LESSON 1—WELCOME TO GREECE

EXTENDING EXPERIENCES



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- Ask students to think about what types of maps they have seen or used. Collect maps from sites around the area and pass them out to students (for example, a map of the zoo, a shopping mall directory, or a map of the interior of the local library). Prompt students to discuss why people use these types of maps

and what would happen if large or complex places did not offer maps.

- Ask students: Are there colors or symbols on the maps? What do they mean and why are they included on the maps? Do these symbols make it easier or more difficult to find locations on the map?

- Send students home with an assignment for a scavenger hunt. Encourage them to look around their homes for maps and to ask their family members what kinds of maps they use in their jobs or when shopping or traveling.

THE MANY FACES OF GREECE



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Greece has many different physical features. The country is a surprising patchwork of cerulean blue seas, frigid mountains, thick forests, and blooming fields of wildflowers. Surprisingly, mountains cover about 80% of the country. The highest mountain in Greece is Mount Olympus. Its cascading peaks and enormous size captivated ancient Greeks and was named the home of the gods and goddesses in Greek mythology. Due to numerous mountain ranges, most of the land cannot support agriculture. The best places to grow food are along the coast, where there is fertile soil.

LESSON 1—WELCOME TO GREECE



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EXPERIENCE 3: Exploring Greece's Ecosystems

Students look closer at the natural world of Greece by studying how ecosystems affect the landscape and agriculture, and discovering how an ecosystem functions. By interacting in an exploratory experience, students learn that ecosystems in Greece, and in their own backyard, are fragile, symbiotic, and fascinating.

PROCEDURES:

- Discuss with students what **ecosystem** means. One definition is a large community of living organisms (plants, animals, and microbes) in a particular area. The living organisms and physical environment are linked together through nutrient cycles and energy flows. An ecosystem is also part of a specific habitat that contains a variety of organisms and non-organisms that live off of each other for survival.
- Ask students to name some basic elements that sustain life. Ensure that students understand that the foundations of life are sunlight, water, air, food, and a comfortable place to live (habitat).
- Relay to students that countries, and even states, can have many different ecosystems. Greece has many diverse ecosystems. One type of ecosystem in Greece is called **wetlands**. Wetlands are the ecosystems near rivers, deltas, lagoons, shallow lakes, swamps, and marshes. Many varieties of amphibians, birds, plants, and fish live in Greece's wetlands.
- Present students with the idea that an ecosystem is codependent and sensitive to change. This means that one organism relies on another organism or organisms to stay alive.
- To begin the experience, divide students into 5 groups of one or more students. Each group should be given one of the following pictures to draw: the sun, the ocean, plants growing in the water, fish, or a Mediterranean monk seal.

TEACHER TIP

TAKE A WALK!

Do you want to see an ecosystem up close? Take your students on a walk! Sand, dirt, sun, water, birds, bugs, and plants can often be found in surprising places. Lead students on a walk around the outside of their school, or encourage them to go to a park with their family, to observe the ecosystems and report what they observed to the class.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard III: People, Places, & Environment

Common Core Standards for English Language Arts – Literacy

Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts – Vocabulary and Writing: K.RV.2.2, K.W.3.1, K.W.3.2, K.W.3.3

Science – Earth Science and Life Science: K.LS.2, K.LS.3; 1.LS.3, 1.LS.4, 1.ESS.4; 2.LS.1, 2.LS.2

Social Studies – K.3.5

LESSON 1—WELCOME TO GREECE

- When they are finished, ask students to place each picture on the floor in order of the sun first, the ocean second, the plants third, the fish fourth, and the seal last.
- Show students that the sun warms the water in the ocean, the water provides life to the plants, the fish eat the plants, and the seal eats the fish.
- The students will discuss why this cycle is important to maintaining a healthy ecosystem.
- Instruct students to do the following tasks, and encourage them to explore the possible outcomes:
 - Take away the picture of water. Ask: What would happen to the plants and animals in the cycle if there were no water in the area?
 - Put back the picture of water, and take away the picture of fish. Ask: Would it be a problem if fish couldn't survive in this ecosystem?
 - Take away the seal picture. Ask: What could happen to the ecosystem if the fish aren't eaten?
 - Finally, have students draw a picture of clouds to place between the sun picture and the water picture. Ask: What would happen to the ecosystem if there were less sunlight?
- Conclude the experience by asking the students to hypothesize ways they can help keep natural ecosystems healthy.
- Award each student a stamp or sticker for the Ecosystems Experience in the passport.

WHAT YOU WILL NEED

Materials for Experience 3

- Colored pencils/markers/crayons
- Scissors
- Glue

EXTENDING EXPERIENCES



NOBU / Adobe Stock

- Greece has one of the widest varieties of ecosystems in the world! Repeat Experience 3, but this time use a mountain ecosystem in Greece to show students the diversity.
- Fish tanks or amphibian habitats are a wonderful way for students to explore biodiversity and ecosystems. This can become a yearlong activity with student involvement in caring for the plants and animals in the habitat.
- Take a field trip to a botanical garden or conservatory! Research a local botanical garden, conservatory, or garden. Often, there is an enclosed area with a re-created ecosystem. Some house local flora and fauna and some are more exotic, with tropical plants and water fixtures. Students will delight in experiencing a new ecosystem located within their own.

HUMAN-MADE ECOSYSTEMS



Feel good studio / Adobe Stock

The coastal areas of Corinthia, the area between the towns of Corinth and Sicyon, is known for its rich agricultural lands. At one point, however, it was not the best location to grow food. Much of the area had thin soil that was rocky and dry. This natural environment did not offer the rich, wet soil that many food-bearing plants and trees need to grow. As the inhabitants of this area realized they needed more area to grow food, they altered the land and changed the ecosystem. They did this by digging irrigation systems, a way to transport water and apply it where needed. These systems ensured that the soil was never too moist or too dry. This perfectly balanced system of watering improved the originally dry ecosystem, and farmers could then plant fruit trees where they once could not. Today, this area is covered with acres of citrus groves where oranges, lemons, limes, and tangerines thrive due to the human-made ecosystem.

LESSON 2—GREEK CULTURE



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In this lesson, students discover unique Greek holidays and celebrations. A celebration in Greece would not be complete without traditional Greek foods. Students learn that Greek cuisine is influenced by Greece's unique climate, cultural diversity, and regional location. The final experience introduces students to Greek mosaics, and they craft their own masterpiece artworks.

FOCUS QUESTIONS

Use these questions to start discussion and help students focus on key ideas in Lesson 2.

- What is culture?
- Why is culture important?
- Why are cultures different?
- What is a tradition?
- What is a celebration? What do people do during celebrations?
- What are some celebrations and holidays observed in Greece?
- What is a mosaic?

OBJECTIVES

Students will:

- Explore Greek traditions and holidays
- Understand why cultures have different ways of celebrating
- Examine the similarities and differences between American traditions and Greek traditions
- Understand how food is important to a culture
- Identify how location and climate affect a culture's cuisine
- Understand how culture is affected by the past
- Create visual art
- Explore mosaic art in Greece

VOCABULARY

celebration	observance
cookbook	recipe
ingredients	rhythm
mosaic	traditions



viperag / Adobe Stock

LESSON 2—GREEK CULTURE



Pasta / Adobe Stock

EXPERIENCE 1: Let's Celebrate! *Opa!*

Students are introduced to some of the most important Greek cultural traditions and religious observances, such as Greek Orthodox Easter, name day celebration, and weddings. This is a great opportunity to invite a member of the Greek community to speak to students about one of these celebrations. This experience will highlight one specific celebration, Clean Monday, and students will re-create a traditional Greek kite to take outside for the symbolic ushering in of warmer days.

PROCEDURES:

- Prior to starting the lesson, research local Greek culture organizations. Invite a member of the Greek community to visit the class to share about the **traditions** their family celebrates. You may want to ask other teachers and students to participate in this experience if possible.
- Explain to students that there are many different traditional **celebrations** in Greece, and some will remind them of celebrations they have experienced at home. Share with students that some celebrations will seem new.
- Ask students what kind of celebrations they observe around the year with their friends and family. Answers may include birthdays, holidays, or weddings. Ask: What do you do to celebrate these events?
- On the board, list similarities between the celebrations. For example, many students might say that there is food and cake at birthday parties and weddings, presents at Christmas and birthdays, or music at weddings and holiday parties.
- Explain to students that many Greek celebrations are religious **observances**, and that while they may identify the holiday as familiar (such as Christmas or Easter), there are differences in how Greek and American people celebrate these holidays.
- Share with students that one celebration Greeks observe is called Clean Monday. This holiday is similar to the religious holiday that many Americans observe as Ash Wednesday. This observance begins the season of Lent, which culminates in Easter.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard I:

Culture; Standard II: Time, Continuity, & Change; Standard IV: Individual Development & Identity; Standard V: Individuals, Groups, & Institutions

Common Core Standards for

English Language Arts – Literacy

Speaking and Listening:

SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts – Literacy

Speaking and Listening: K.SL.1,

K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.SL.4.1, K.SL.4.3; 1.SL.1, 1.SL.2.1, 1.SL.2.3, 1.SL.2.4, 1.SL.2.5, 1.SL.4.1, 1.SL.4.2, 1.SL.4.3; 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1, 2.SL.4.2, 2.SL.4.3

Physical Education – K.1.1.A, K.2.1.A,

K.2.1.B, K.5.3.A; 1.1.1.A, 1.2.1.A, 1.5.3.A; 2.1.1.A, 2.2.1.A, 2.5.3.A

Social Studies – K.1.1, K.1.2, K.1.4,

K.3.6; 1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.3.8; 2.1.4, 2.1.7, 2.2.4

Visual Arts – Creating – VA:Cr1.1.PKa,

VA:Cr1.2.PKa, VA:Cr2.1.PKa, VA:Cr2.2.PKa; VA:Cr1.1.Ka, VA:Cr1.2.Ka, VA:Cr2.1.Ka, VA:Cr2.2.Ka; VA:Cr1.1.1a, VA:Cr1.1.2a, VA:Cr1.1.3a, VA:Cr1.2.1a, VA:Cr1.2.2a, VA:Cr1.2.3a; VA:Cr2.1.1a, VA:Cr2.1.2a, VA:Cr2.1.3a, VA:Cr2.2.1a, VA:Cr2.2.2a, VA:Cr2.2.3a

WHAT YOU WILL NEED

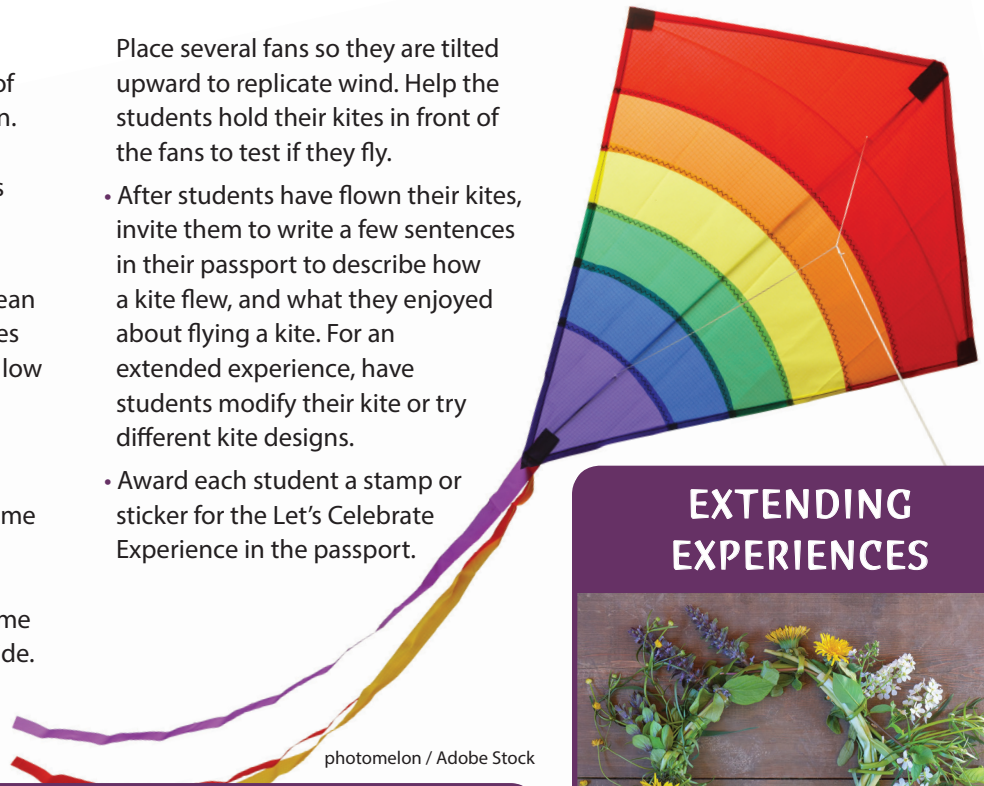
- Copies of Make a Kite handout (pages 22–23)

LESSON 2—GREEK CULTURE

- Clean Monday is 40 days before Easter and marks the celebration of the beginning of the spring season. Families celebrate this day by picnicking and flying colorful kites in the newly warming weather.
- Instruct students to imagine that they are preparing to celebrate Clean Monday by creating and flying kites outdoors or in the school gym. Follow the directions on pages 22–23 to build the kites.
- Accompany students outside and attempt to fly the kites. The best time to test the kites is on a windy day with no rain or snow. If outside conditions are undesirable, the same experiment can be conducted inside.

Place several fans so they are tilted upward to replicate wind. Help the students hold their kites in front of the fans to test if they fly.

- After students have flown their kites, invite them to write a few sentences in their passport to describe how a kite flew, and what they enjoyed about flying a kite. For an extended experience, have students modify their kite or try different kite designs.
- Award each student a stamp or sticker for the Let's Celebrate Experience in the passport.



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SUPERSTITION AND CHRISTMAS GOBLINS



goodmoments / Adobe Stock

The Elf on the Shelf started as a Christmas book about an elf that watches little girls and boys to see if they are naughty or nice. The elf has recently become a popular Christmas tradition in the United States: Families look each morning to find the mischievous little elf caught in a new place. Similarly, Greek families have creatures of folklore that also come out before Christmas. They are called the Kallikantzaroi, or Goblins, and they cause trouble through the pranks they play on people. To keep the nasty creatures away, some Greek families hang thistle or asparagus, thought to be protective herbs, by the fireplace. The Goblins are said to leave on Christmas Eve when the house is blessed with holy water.

EXTENDING EXPERIENCES



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- May Day (also called Labor Day) is the first day of May and celebrated in Greece as the beginning of summer and the rebirth of flora and fauna. Many Greeks fashion wildflowers into wreaths to decorate their doors for the celebration. Have dandelions around the school or at students' homes? Gather them and create a classroom wreath to celebrate a classroom May Day. If no live flowers are available, give students time to draw and color flowers on paper and cut them out to make the wreath.
- Engage students in a dance lesson by following the step-by-step instructions on a Greek dance instruction video online. After practicing the steps, turn on some traditional Greek music and ask the students to dance to the **rhythm** using the dance steps they just learned.

LESSON 2—GREEK CULTURE

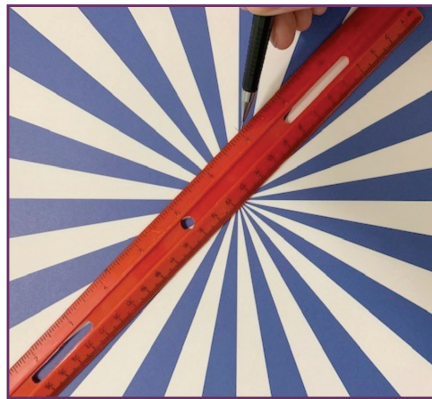
BUILD YOUR OWN KITE: STEPS 1–5



Step 1:

Gather materials:

- 3 pieces of paper
- 4 straws
- Clear tape
- Masking tape
- Tissue paper
- String (30–50 inches)
- Ruler
- Hole punch
- Scissors



Step 2:

Measure the 2 wings. Place the ruler at the bottom corner and turn 60 degrees. Measure 8 inches and make a mark, then draw a line connecting the corner and the mark made. Repeat the same steps on the opposite side until a pyramid is drawn.



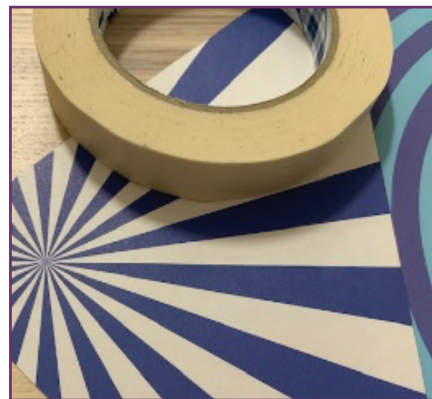
Step 3:

Cut the lines and discard the extra paper in the recycling bin. Repeat the steps on the other wing.



Step 4:

Tape the 2 wings to either side of the body.



Step 5:

Tape a small piece of masking tape on the corners of the wings to prevent the paper from ripping. Use the hole punch to make 1 hole on each corner of the wings where the tape was placed.

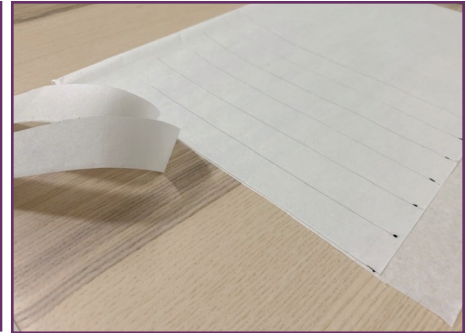
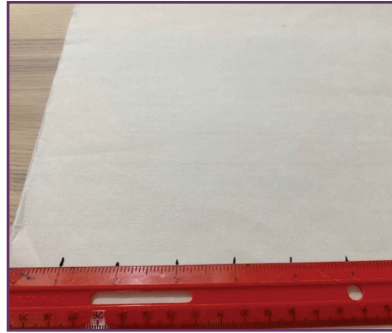
LESSON 2—GREEK CULTURE

BUILD YOUR OWN KITE: STEPS 6–9



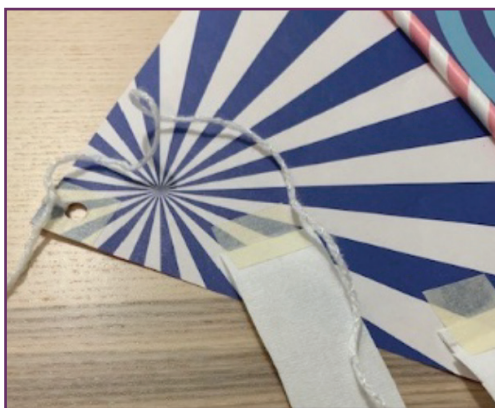
Step 6:

Align 2 straws vertically on either side of the body in the middle at the connection of the wings. Tape the bottom and top of the straws. Align 2 straws at the top and bottom of the body horizontally and tape.



Step 7:

Make 7 marks 1 inch apart on the bottom and top of the tissue paper. Connect the marks by using the ruler to draw a line. Cut the tissue paper into 7 strips.



Step 8:

Tape 2 strips of tissue paper to the bottom of each wing and 3 strips evenly at the bottom of the body.



Step 9:

Measure the length from one tip of a wing to the other. Be sure to allow extra length for tying knots. Tie each end of the strip through the holes with a tight knot. In the middle of the string, tie a long piece of string (20–30 inches). Use a piece of cardboard to wind the excess string to control the length.

LESSON 2—GREEK CULTURE



Gorilla / Adobe Stock

EXPERIENCE 2: Food For Thought

Greek food is delicious and enjoyed all around the world. The Mediterranean diet is distinctive for its healthy inclusion of fish, olive oil, nuts, fruits, and vegetables. Following in the steps of their ancestors in ancient Greece, modern Greeks flavor meals with spices such as oregano, dill, and mint. In the words of the ancient Greek physician Hippocrates, “Let food be your medicine, and medicine be your food.” Students will organize the parts of a famous Greek recipe by placing them in correct sequential order. They will then create their own cookbook with the Greek recipe they learned and include some recipes from their family.

PROCEDURES:

- Share with students that many of the foods we enjoy have connections to other cultures. Ask students to discuss their favorite foods. List some of the foods students say they enjoy and discuss the origins of the foods, such as macaroni and cheese (Switzerland), pasta (China), chocolate (Mexico), peanut butter (Canada), and cheesecake (Greece). Chances are that many of the foods your students call out are from other cultures.
- Point out to students that many of the dishes they love are made using a **recipe**. Ask students: Why are recipes important? Why should the steps in a recipe be followed in correct order? What would happen if a recipe was not followed in the correct order? What is a good way to keep recipes together so they can be remembered?
- Present students with an example. One example can be making a pizza. Talk students through the process by first identifying all of the main **ingredients** (dough, sauce, cheese, toppings). Then help them identify all of the preparation steps, starting with making the dough and spreading it out, then spreading the sauce on top of the dough, then sprinkling cheese lightly all over the top of the sauce, and adding toppings such as vegetables and meat. Ask students what the final step of the recipe would be. They should say that you need to cook the pizza in the oven.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard I: Culture; Standard III: People, Places & Environments; Standard IV: Individual Development & Identity

Common Core Standards for English Language Arts – Literacy

Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts – Literacy

Speaking and Listening: K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.SL.4.1, K.SL.4.3; 1.SL.1, 1.SL.2.1, 1.SL.2.3, 1.SL.2.4, 1.SL.2.5, 1.SL.4.1, 1.SL.4.2, 1.SL.4.3; 2.SL.1, 2.SL.2.1, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1, 2.SL.4.2, 2.SL.4.3

Physical Education – K.3.6.A, K.3.6.B; 1.3.6.A, 1.3.6.B; 2.3.6.A

Social Studies – K.1.1, K.1.2, K.1.3, K.3.5; 1.3.8, 1.3.9

WHAT YOU WILL NEED

- Colored pencils/markers/crayons
- Copies of *Dolmades* recipe on page 26.
- Straws/pencils/popsicle sticks
- Glue
- Scissors
- Loose sheets of paper

LESSON 2—GREEK CULTURE

- Mix up the order of the recipe steps to discuss what would happen if you cooked the dough first or if you put the vegetables on first. Ask students to hypothesize what would happen to the pizza if it was assembled or cooked in the wrong order.
- Share with students that they will be creating a **cookbook** to learn about Greek recipes and to explore their own family's recipes.
- Provide students with 3 to 5 pages of lined paper and one sheet of plain paper for the cover. Staple the sheets along one side or use a hole punch to assemble the pages with string tied through the holes. This will be the student's cookbook. They can decorate the covers any way they wish, but the pages inside should remain blank until they fill it with their recipes.
- Explain to students that they will study a Greek recipe to learn about how to put steps of a project in order. Cut out each step of the recipe for Dolmades (dol-MAH-dez), Stuffed Grape Leaves, on page 26.
- Arrange the steps out of order and read through each one with students. This can be done as a class, in groups, or with individual students. Then, have students place each step of the recipe in correct order, from the first step to the last step. Some students may need help connecting the descriptions and the photos.
- Students should glue the final recipe in correct order into their cookbook.
- On the remaining pages, have students add one or two of their own recipes. Ideally, this should be done with the student's family at home. Send home a request to families to

help their students document family recipes through photos, drawings, or words in correct order. You can also invite students to write the steps they think would be needed to create favorite food.

- Ask students to share their recipes with the whole class. For an extending project, students can compile a class cookbook to share with their families.
- Award each student a stamp or sticker for the Food for Thought Experience in the passport.

PASS THE OLIVE OIL



mariocigic / Adobe Stock

Today, olive oil can be widely found in restaurants, stores, and kitchens. Some shops are dedicated entirely to olive oil, showcasing oils infused with flavors such as jalapeno, sundried tomato, and even vanilla! Look beyond the trendy new popularity of olive oil and there is a rich history. It was coveted by the wealthy, used to adorn Greek athletes and marble statues, and was a precious trade commodity. Olive trees thrive in a temperate climate like Greece's that is dry and sunny most of the year. In fact, fossils of olive leaves found on the Greek island of Evia date back millions of years. Creating oil from an olive was, and still is, a fascinating process. The *Take Me There*®: Greece exhibit re-creates a machine that demonstrates this process and proves why this little fruit was considered liquid gold.

FOOD AS MEDICINE

Hippocrates, the Greek physician who founded modern medical science, believed in the power of food as a way to heal the body and mind. Here are a few examples of the food ancient Greeks used to heal maladies:

Honey: For treatment of sore throats and indigestion, and to heal skin abrasions.

Olive Oil: To heal skin ailments and to prevent skin infection.

Barley: Eating this grain was thought to alleviate chest infections.

Garlic: Used for many different medical issues, primarily as an antibiotic, this root vegetable has remained popular throughout time for health-related problems.

Dill: A popular herb in many Greek dishes, placing leaves on the eyes at night was said to help fight sleeplessness.

Chamomile: Hippocrates wrote that using this herb was an effective way to protect against illness and lessen cold symptoms.

LESSON 2—GREEK CULTURE

DOLMADES RECIPE CARDS



Rostislav Sedlacek / Adobe Stock

Pick or buy some large grape leaves.



Наталья Наумова / Adobe Stock

Collect all of the ingredients: olive oil, rice, onion, ground meat, dill, lemon, grape leaves.



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Place the grape leaves in water and slowly boil for 5 minutes to make them soft (have an adult help with this step).



Szakaly / Adobe Stock

Chop all of the other ingredients and cook them together in a large pan (have an adult helper do this step).



sablinstanislav / Adobe Stock

Take a spoonful of cooked ingredients and put it in a leaf. Fold the leaf inward from the left and then fold the right side over the ingredients. Then, roll upward tightly.



dinasaed / Adobe Stock

Place the stuffed grape leaves into a pot and pour a cup of olive oil over them. Place sliced lemons on top of the stuffed grapes leaves and cover the pot. Cook on low heat for 1 hour. Enjoy!

LESSON 2—GREEK CULTURE



Lucian Milasan / Adobe Stock

EXPERIENCE 3: Magnificent Mosaics

When discussing ancient Greek artwork, the first thing many people often think of is large vases depicting Greek heroes. Greek art is far more than ceramic vases, and was both visually pleasing and functional. In this experience, students will be introduced to mosaics, a form of art that has been a part of Greek culture for centuries. Mosaics served as art and as sturdy, beautiful floors in homes and baths. Students will be introduced to Greek mosaics and create their own using colors and patterns.

PROCEDURES:

- Prior to the lesson, cut or tear small pieces of paper or tissue paper. Ensure that there are several different colors and/or textures. Students will use these to create a **mosaic**.
- Show students a photo of an ancient Greek mosaic. Ask them to describe what they observe in the mosaic. Encourage the students to notice the colors and patterns.
- Share with students that these artworks were created by collecting small colored pebbles, shells, rocks, and pieces of glass, and arranging them to create a pattern. Mosaics were often part of the floor, so they needed to be made of material that was strong enough to stand on.
- Help students understand that mosaics show pictures. Sometimes there are people, animals, or plants depicted. If possible, show one photo of a mosaic from a distance and another photo taken close up of some of its details so that students can distinguish the materials and patterns.
- Explain to students that they will be creating their own mosaic art, and ask them to decide on something they would like to show in their mosaic. Suggest options such as a flower, an animal, a food, or a shape.
- Once students decide on their idea, have them sketch it out on a piece of paper to organize their ideas. They should also think about what colors they want to use in different areas.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard I:

Culture; Standard II: Time, Continuity, & Change; Standard IV: Individual Development & Identity; V: Individuals, Groups, & Institutions

Common Core Standards for

English Language Arts – Literacy

Reading – Literature: RL.K.2, RL.K.10
Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts – Literacy

Speaking and Listening and Writing:
K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.SL.4.1, K.SL.4.3, K.W.6.1, K.W.6.2; 1.SL.1, 1.SL.2.1, 1.SL.2.3, 1.SL.2.4, 1.SL.2.5, 1.SL.4.1, 1.SL.4.2, 1.SL.4.3, 1.W.6.1, 1.W.6.2; 2.SL.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1, 2.SL.4.2, 2.SL.4.3, 2.W.6.1, 2.W.6.2

Social Studies – 1.1.1, 1.1.2

Visual Arts – Creating and

Connecting: VA:Cr1.1.PKa, VA:Cr1.2.PKa, VA:Cr3.1.PKa, VA:Cn11.1.P; VA:Cr1.1.Ka, VA:Cr1.2.

WHAT YOU WILL NEED

- Colored pencils/markers/crayons
- Supplies for the mosaic, such as small square pieces of paper or tissue paper
- Photos of mosaic artworks and floors
- Glue
- Scissors

LESSON 2—GREEK CULTURE

- Give students enough of the small pieces of paper to create their mosaic.
- Tell students to place the small pieces of mosaic paper in the picture that they drew.
- Once they have decided where their pieces should go in their sketch, students can begin to assemble their mosaic by piecing together their colors.
- For students who need assistance, there is a mosaic template provided on page 29.
- Award each student a stamp or sticker for the Magnificent Mosaics Experience in the passport.

SUNKEN TREASURE?

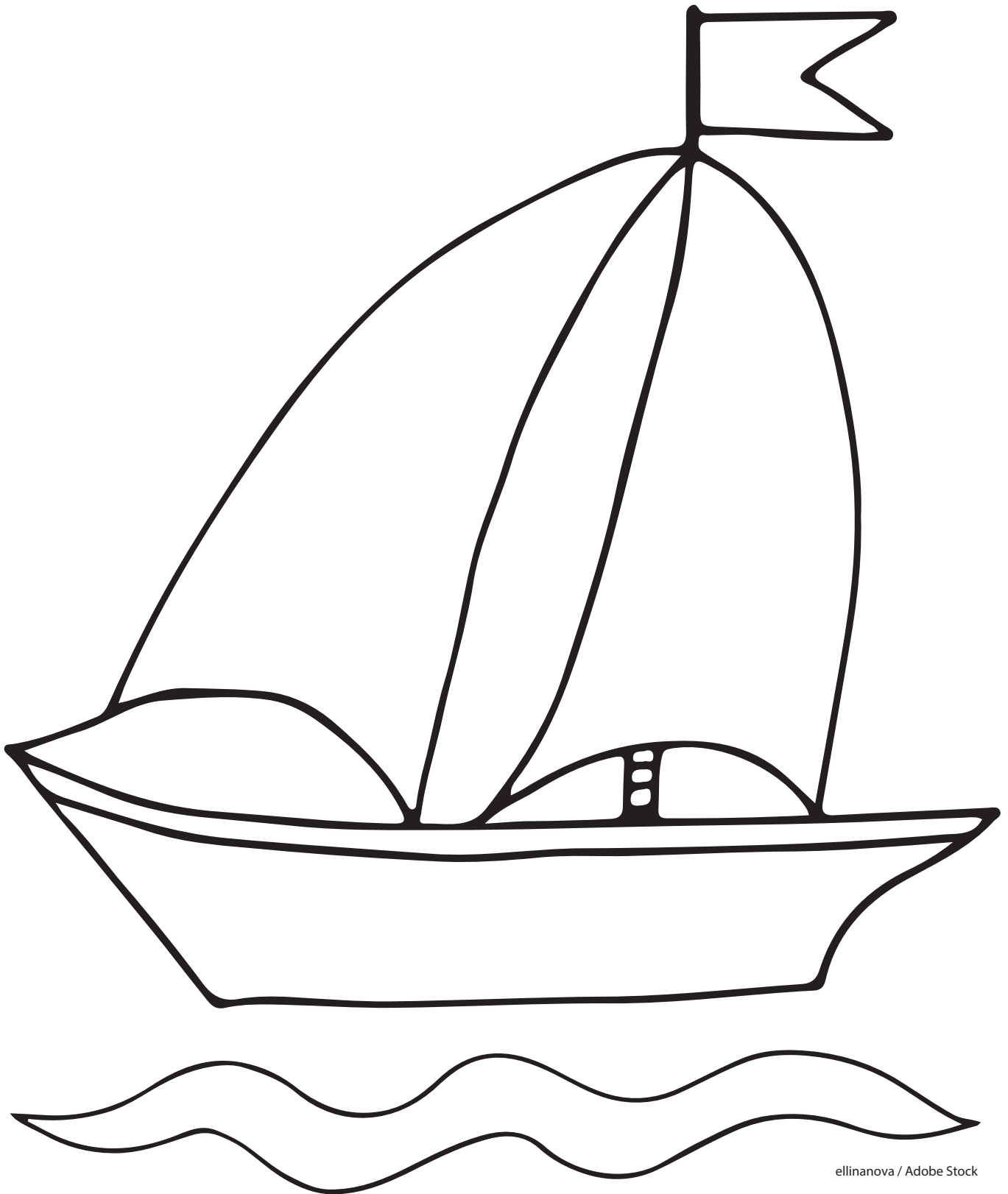


akturer / Adobe Stock

Treasure doesn't always have to be gold and sparkling jewels. Many people consider artifacts and historical relics treasures, particularly archaeologists who seek to find clues about human history. Wealth is not their goal, but looking for items that provide an understanding about ancient cultures is. Archaeologists began to excavate the ancient Greek city of Zeugma, now located in modern-day Turkey, in the year 2000. The town was submerged in water due to a local flood caused by the construction of a dam. Archaeologists rushed

to save the artifacts in the town. What they uncovered were some of the most well-preserved Greek mosaics ever found. We can learn a lot from their findings. The mosaics were not only colorful but also show scenes of everyday life for the ancient Greeks. They show scenes of weddings and feasts. They also indicate the level of social status people had. Much like having many books in the house, certain mosaics show what a homeowner's interests were.

MOSAIC TEMPLATE



ellinanova / Adobe Stock

LESSON 3—GREEK VALUES



Dasha Petrenko / Adobe Stock

In this lesson, students identify their own families and learn about the structure of modern Greek families through three examples featured in *Take Me There®: Greece*. Students discover that many aspects of the Greek family are often the same as their own, but may also be different in terms of where they live, what they do for work, and how they celebrate. The people of Greece value their rich past, and a vital part of their history are the beautiful stories that have been passed down about mighty gods and goddesses and adventures of valiant heroes. Yet, as epic stories tell of Greece's past, students learn that the people of Greece also place great value on ensuring the country's future is protected by focusing on sustainability and wildlife defense.

OBJECTIVES

Students will:

- Consider the importance of values and tradition to a culture
- Understand the importance of family to Greek culture
- Identify personal family members
- Practice how to sort using reasoning and listening skills
- Understand the similarities and differences of family life in different cultures
- Explore the history and importance of Greek storytelling
- Improve listening skills
- Identify the traits of a hero that are in different cultural stories
- Understand how sustainability is important to an economy
- Analyze how supply and demand affect nature and local ecosystems

FOCUS QUESTIONS

Use these questions to start discussion and help students focus on key ideas in Lesson 3.

- What are cultural values?
- Why do values matter?
- How is family important to you?
- How is family important to the Greek people?
- What is a modern Greek family like?
- What are some ways that Greeks were able to share their stories throughout time?
- Why were stories important to the ancient Greek people? Why are they still important today?
- What is fishing and why is it important to the people of Greece?
- How does overfishing affect Greece?
- Why is it important to value sustainability and care for sea life?

VOCABULARY

fishing	natural resources
gyro	storytellers
hero	conservation

LESSON 3—GREEK VALUES



deagreez / Adobe Stock

EXPERIENCE 1: Friends and Family

Students will be given a family star diagram. With assistance, they will fill out the diagram with people they identify as family members (this can be anyone they see as family, such as foster parents, close family friends, etc.). Students will contemplate the importance of family: Are all families the same? Why is family important to you? What do families celebrate? After students have identified their own families, they are introduced to three Greek families (page 34–36). Once they see that each family is unique and that family members have their own special roles they contribute to Greek society, students will complete a family matching activity.

PROCEDURES:

First Part of Experience:

- Draw upon resources within your school, community, or library to ensure that students have access to information about different types of families (see Teaching Sensitive Subjects on page 6).
- Ask students: Can you name all the people in your family?
- Even though they will not be able to name all of the people in their families, they may be able to name people that are important to them. If students are struggling, assist them by asking them to think about their friends, teachers, mentors, and pets.
- Explain to students that they are going to identify the members of their families on a Family Stars Diagram.
- Distribute copies of the Family Stars Diagram on page 33.
- Have students write the names of people they identify as family on the diagram. Some students may not be able to write the names, so they should be encouraged to draw a picture to identify people. Tell them to be creative! There are no rules.
- Some of the stars are blank, stating “This person is...” This is to indicate that the students can name anyone they see as family even if that person may not fall

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard I: Culture;

Common Core Standards for

English Language Arts – Literacy

Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts – Literacy

Speaking and Listening: K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.SL.4.1, K.SL.4.3; 1.SL.1, 1.SL.2.1, 1.SL.2.3, 1.SL.2.4, 1.SL.2.5, 1.SL.4.1, 1.SL.4.2, 1.SL.4.3; 2.SL.1, 2.SL.2.1, K.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1, 2.SL.4.2, 2.SL.4.3

Social Studies – K.1.1, K.1.2, K.1.3, K.2.1, K.2.4, K.3.6; 1.3.8; 2.2.4

Visual Arts – Creating – VA:Cr1.1.PKa, VA:Cr1.2.PKa; VA:Cr1.1.Ka, VA:Cr1.2.Ka; VA:Cr1.1.1a, VA:Cr1.1.2a, VA:Cr1.1.3a, VA:Cr1.2.1a, VA:Cr1.2.2a, VA:Cr1.2.3a

WHAT YOU WILL NEED

- Copies of Family Stars Diagram (page 33)
- Short biographies of the families featured in *Take Me There®: Greece* (page 34)
- Greek Families handout on page 35 and nine sorting pictures on page 36.

LESSON 3—GREEK VALUES

into the standard categories of family members, such as sister, brother, or grandmother. Encourage students to feel free to enter anyone they see as family.

Second Part of Experience:

- Read the short biographies of the families that are featured in the exhibit (page 34). When students visit the exhibit, they will see each family's home and meet the members of each family.
- Discuss with the students the experience of each of the Greek families. One family, including grandparents, has a home in a

bustling city. Another family lives in a rural area where the parents work as archaeologists. The third family lives near the coast, where they can view fishing docks from their window.

- Ask students to think about the experiences that their families have and reassure them that there are all different types of experiences. They can use verbs if they have trouble explaining an experience (for example, we *live* on a farm, we *volunteer* at the shelter, we *play* at a local park).
- Provide students with the Greek Families handout on page 35. Cut out

the sorting pictures on page 36 first. There are a total of 9 sorting pictures: 3 pictures in each of 3 categories.

- Encourage students to match at least 3 sorting pictures to the correct family depending on what they just heard about each family's experiences in Greece.
- When they are done, have students fill in their own family pictures and words in the blank category titled "My Family."
- Award each student a stamp or sticker for the Family and Friends Experience in the passport.

A WARM GREEK WELCOME



sebra / Adobe Stock

Greek families are welcoming and friendly to visitors. Here are some things you might experience as a guest in a Greek home:

- **You may see a lot of family members.** It is not uncommon for a large family to live together. Family is important in the Greek culture and families see each other often for celebrations, holidays, and gatherings.

- **You will receive a warm greeting.** If the family considers you a close acquaintance, you may receive a hug and a kiss on each cheek as a customary greeting in Greece.
- **Come hungry!** It is common to gather for delicious meals or a cup of Greek coffee. Meals are also a popular time to socialize and enjoy conversations and share stories.

FAMILY STARS

**This person
takes care
of me**

**This person
takes care
of me**

**This person is
my sibling**

ME!

This person is

This person is

This person/animal is

This person is

LESSON 3—GREEK VALUES

YASSA! (HELLO!) MEET A FEW GREEK FAMILIES



YK / Adobe Stock

ATHENS FAMILY

Meet a family that lives in the capital city of Greece, Athens. A lot of people live in this city and this is where many of Greece's famous buildings are, including the Parthenon. The Parthenon is a large ancient temple with big columns and is thousands of years old! In Athens, you will see a lot of people shopping, working, going to school, and eating. The father in the family works at a large pharmaceutical company in the busy city. There are three boys in the family, ages 12, 10, and 2. Their grandparents help them every day by getting them ready for school and helping them at the school bus when they get on and off.



borisb17 / Adobe Stock

CORINTH FAMILY

Meet a family that lives in the small agricultural town of Corinth. Their house is next to a real archaeological site where both parents work as archaeologists to study things they discover in the old sites like pots, coins, and art. There are two girls in the family: Niki (8), who plays soccer (unusual for girls in Greece) and Sara Maria (14), who speaks multiple languages very well and is very smart!



nickthegreek82 / Adobe Stock

KYPARISSI FAMILY

Meet a family that lives in the Kyparissi village of Laconia, located on the southeast coast of Greece. This family loves their view of the water from their home. They can see things like ocean wildlife, fishing boats, and fish markets where people buy and sell fish every day. There is one son in the family who is 12 years old and goes to a boarding school. A boarding school is a school where students live, eat, and learn. Going to a boarding school is not common here in America, but it is very common in countries in Europe, where Greece is located. (Character Harry Potter went to the imaginary boarding school Hogwarts.)

LESSON 3—GREEK VALUES

YASSA! (HELLO!) MEET A FEW GREEK FAMILIES



YK / Adobe Stock



borisb17 / Adobe Stock

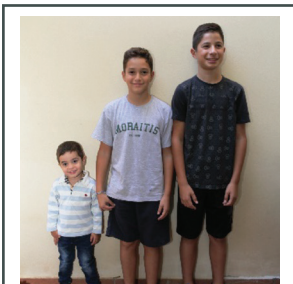


nickthegreek82 / Adobe Stock

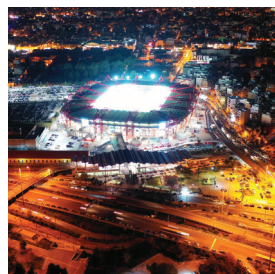
MY FAMILY

LESSON 3—GREEK VALUES

YASSA! (HELLO!) MEET A FEW GREEK FAMILIES SORTING CARDS



The family's three boys are ages 12, 10, and 2.



They live in the capital city of Greece, Athens.



Their grandparents help them at the school bus.



One daughter plays soccer.



Both parents work as archaeologists.



They discover artifacts like pots, coins, and art.



They live in a village on the coast of Greece.



They see ocean wildlife, boats, and fish markets.



Their son goes to a boarding school.

LESSON 3—GREEK VALUES



Fernando Cortés / Adobe Stock

EXPERIENCE 2: Storytelling

Every culture has tales—from Eastern fairytales to Western lore—that have been passed down through generations with lasting popularity. Greece is particularly famous for its mythology. Gods and goddesses perched above Mount Olympus were an important part of ancient Greek life and stories about them were received as entertaining, troublesome, and by many, true accounts. Engrained in all of these stories were lessons about love, fate, decisions, and overcoming obstacles. People told stories near and far about the strength of Hercules and the horrible decisions of Oedipus and Icarus. We know these stories today because people have passed them down through centuries. Whether at the family dinner table or a large celebration, storytelling has always been an important part of Greek culture.

In this experience, students listen to the Greek story of the feats of Hercules and the American tale of Paul Bunyan and discuss how the stories are similar and different. Students explore the commonalities of heroes across cultures by making a “Hero Gyro” that represents all of the attributes these two stories give their heroes.

PROCEDURES:

- Explain to students that **storytelling** is a tradition in all cultures, and many stories that they know today are tales that have been passed down through many generations, such as Cinderella, the Little Mermaid, and Rapunzel.
- Tell students that stories are told to give warnings, to teach lessons, and for entertainment.
- Ask students what some of their favorite stories are. They can include bedtime stories, movies, or stories they heard someone tell them.
- Have students describe what they like about the stories and ask some of the students to retell their favorite story to the classroom.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard I: Culture; Standard II: Time, Continuity, & Change

Common Core Standards for English Language Arts – Literacy

Reading – Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10; RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10; RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10
Writing: W.K.8; W.1.8; W.2.8

Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts –

Reading – Literature: K.RL.1, K.RL.2.1, K.RL.2.2, K. RL. 2.3, K.RL.2.4, K.RL.3.1, K.RL.3.2, K.RL.3.2, K.RL.4.1, K.RL.4.2, K.RV.3.1; 1.RL.1, 1.RL.2.1, 1.RL.2.2, 1.RL.2.3, 1.RL.2.4, 1.RL.3.1, 1.RL.3.2, 1.RL.4.1, 1.RL.4.2; 2.RL.1, 2.RL.2.1, 2.RL.2.2, 2.RL.2.3, 2.RL.2.4, 2.RL.3.1, 2.RL.3.2, 2.RL.4.1, 2.RL.4.2

Social Studies – 1.1.2, 1.1.3, 1.1.4, 1.1.9

Visual Arts – VA:Cr1.1.PKa, VA:Cr1.1.Ka, VA:Cr1.1.1a, VA:Cr1.1.2a, VA:Cr1.1.3a, VA:Cr1.2.PKa, VA:Cr1.2.Ka, VA:Cr1.2.1a, VA:Cr1.2.2a, VA:Cr1.2.3a

WHAT YOU WILL NEED

- Copies of Tall Tales (pages 39–40)
- Markers, crayons, and/or colored pencils
- Scissors
- Colored construction paper
- Paper plates

LESSON 3—GREEK VALUES

- Draw students' attention to the idea of a **hero** in some of their favorite stories and ask them to explain some traits (using adjectives, nouns, and verbs) that their heroes have. What do heroes look like? What do heroes do? How do heroes act?
- Read students the stories of Hercules and Paul Bunyan (pages 39–40).
- Have students note examples from the stories about the characters' words or actions that reveal their true nature.
- Ask students what traits both heroes share in the stories of Hercules and Paul Bunyan. Students may require some assistance with distinguishing adjectives from nouns or verbs. Write these traits where students can see

them so they can trace or copy them later.

- Supply each student with 3 to 5 sheets of various colors of construction paper and markers, scissors, and one paper plate.
- Demonstrate to students how to create a **gyro** (pronounced YEE-roh) by folding the paper plate in half horizontally. Write Hero Gyro on the front of the folded plate.
- Explain to students that they need to fill their Hero Gyro with ingredients. The main ingredients of a traditional Greek gyro include gyro meat, lettuce, tomatoes, feta cheese, yogurt sauce, and onion.

- Have the students cut the construction paper in the shape of each ingredient found in a traditional gyro. Then they can write the hero's traits on each ingredient (for example, *smart* written on lettuce; *strong* written on gyro meat). Students can either trace or copy the words and may require some assistance with distinguishing adjectives from nouns or verbs.
- Have students place the ingredients in the folded plate to complete their Hero Gyro.
- Award each student a stamp or sticker for the Storytelling Experience in the passport.

ORAL STORYTELLING IN GREECE



Antony McAulay / Adobe Stock

Many people in ancient Greece did not know how to read or write. Furthermore, there was no easy way to duplicate writings. Before the printing press, scholars would spend years creating multiple versions of books by rewriting the stories by hand. The easiest way to spread these stories was to travel and tell them in front of large groups of people. Musicians or actors often accompanied these storytellers for added enjoyment.

Not all stories passed down were about brave men! Greek mythology and literature was packed with strong women who rushed in to save the day.

Hydne of Scione

Trained as a skilled swimmer by her father, this fearsome female didn't shy away from saving the day when the Persians invade Greece by land and sea. Their ocean fleet was at the ready to invade Greece when Hydne and her father dove deep into the ocean and untethered the ships. The ships drifted away and were destroyed by a storm.

Athena

Behind the heroism of Hercules and Odysseus was actually a woman. The goddess of wisdom and war strategy assisted many mythological heroes on their conquests and was often the reason that the heroes of many famous Greek stories were successful on their quests.

Atalanta

Not many heroes in Greek mythology were mortals. Heroes were idolized in stories due to their extraordinary abilities that normal humans could never obtain. Atalanta was both mortal and extraordinary in her story, making the account of her abilities even more thrilling than the common myths told at the time. She was an archer who hunted and even wrestled. Her speed was her gift and she often raced and defeated even the fastest male counterparts.



Digitalpress / Adobe Stock

TALL TALES

THE 5TH LABOR OF HERCULES: THE AUGEAN STABLES



matiasdelcarmine / Adobe Stock

Hercules was a hero but had done some not-nice things. So, to make up for his bad behavior, the god Apollo told him to complete all the tasks that Eurystheus, the king of Tiryns, asked of him. Hercules was given many tasks—12 in total—that were so difficult, no mortal man could complete them. But Hercules was not just any man! He had help from the god Hermes and the goddess Athena, and so he set out to complete all of the tasks.

For the fifth task, Hercules was ordered to clean the stables owned by a wealthy landowner named Augeas. At first, this task sounded like it would be simple . . . until Hercules saw that there were thousands of farm animals living in the stables and the stables had not been cleaned for 30 years! It would be hard even for Hercules to clean those filthy stables without spending years washing off all the yucky waste.

Hercules was very clever, though, and came up with a plan to clean the stables as fast as he could. He noticed that there were two very large rivers near the stables that had a lot of water in them. This was the perfect amount of water to wash out the stables! Hercules, with his mighty strength, dug paths from the rivers to the stables and created holes where the water could rush in to the stables and come out the other side. The river water swooshed through the stables and quickly washed everything out, leaving a sparkling clean place for the animals to live. Augeas was astonished to see the stables so clean and the job done in just one day! For completing this task so quickly and in such a smart way, Hercules was seen throughout the land as a true hero.

TALL TALES

PAUL BUNYAN TAMES THE WHISTLING RIVER



patrimonio designs / Adobe Stock

Paul Bunyan was a lumberjack, but not just any lumberjack. He was so big, the ground shook when he walked and his elbows grazed the tops of trees as he passed by them. He traveled with a loyal animal companion, Babe the Blue Ox, who was just as big as Paul. Babe the Blue Ox was a brilliant blue color all over and as strong as he was enormous. Paul and Babe wandered all over, helping wherever large jobs needed to be done. In the process of helping, and because Paul and Babe were so big, they could see and do some pretty extraordinary things!

For example, there was the time that Paul Bunyan was sitting on the banks of a winding river, gently combing out his wiry beard with a pine tree. Lost in his own thoughts, he almost didn't notice that the mighty Whistling River next to him rose up and spit water all over him! It was well known throughout these parts that this river was ornery, one of the most ornery rivers around, and so Paul thought nothing of it at first. When it spit water at him a second time, though, he got it in his head that he was going to show that river who was boss and tame it, by golly. Paul sat with Babe and came up with a plan to teach that river a lesson.

He and Babe decided to go to the North Pole and gather some blizzards to freeze that cantankerous old river. Setting up a trap of icicles, he and Babe waited to catch some snowy wild blizzards. Soon there were several blizzards caught in the trap. Paul chose two of the little ones and released the rest to run off and blanket snow all over North America.

Paul returned with Babe to the Whistling River and threw the two blizzards on each side of it. He had to stake them down because they were fast and might get away. Soon, those blizzards froze the old river into a winding block of ice. Paul secured a chain around one end of that river, and hitched the other end to Babe's harness. Well, that big blue ox and Paul Bunyan pulled that river so hard between them, it straightened out like an arrow! That ornery old Whistling River wouldn't bother Paul ever again, unless it wanted to be taught another lesson.

LESSON 3—GREEK VALUES



Roman Sigaev / Adobe Stock

EXPERIENCE 3: Precious Resources

Greece is almost entirely surrounded by water. The Aegean, Cretan, Libyan, and Ionian seas all lap up against the Greek mainland. Trade, conquests, and exploration were all possible due to Greece's access to water, and its unique location made it the center of the ancient world. The proximity to water also provides a vital source of food for the Greek people. In this experience, students consider why fishing is so important to Greece's culture. Students learn how fish are caught and sold and understand how this natural resource needs to be harvested and consumed responsibly in order to ensure that future generations can carry on the legacy of fishing and continue to enjoy this food source. Students play a fishing game to learn what happens when people overfish and how depletion of a resource has negative effects.

PROCEDURES:

- Explain to students they will be learning about the importance of **fishing** in Greece.
- Many students may think of fishing as a fun recreation that they may have seen or done during outdoor outings or camping trips. Explain to students that fishing in Greece is an industry. People make money by catching fish and selling them for other people to eat.
- Tell students that people fish on large boats and use big nets to catch as many fish as possible so they can take them back to markets and sell them.
- Present students with the directions for the Fishing Game and ensure that they understand and follow the directions.
- Directions for the game:
 - Cut pieces of felt or paper into the shape of a fish (the number of fish should be twice the number of students in your class).
 - Glue one small magnet near the mouth of each fish.
 - For each "fishing pole," measure a piece of rope or yarn 10 to 20 inches long.

ACADEMIC STANDARDS

National Academic Standards

Social Studies – Standard III: People, Places, & Environments; Standard VII: Production, Distribution, & Consumption; Standard VIII: Science, Technology, & Society; Standard X: Civic Ideals & Practices

Common Core Standards for English Language Arts – Literacy
Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Indiana Academic Standards

English Language Arts –
Speaking and Listening: K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.SL.4.1, K.SL.4.3; 1.SL.1, 1.SL.2.1, 1.SL.2.3, 1.SL.2.4, 1.SL.2.5, 1.SL.4.1, 1.SL.4.2, 1.SL.4.3; 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1, 2.SL.4.2, 2.SL.4.3

Science – Life Science and Earth and Space Science: K.ESS.4, K.LS.1, K.LS.2, K.LS.3; 1.ESS.4, 1.LS.1, 1.LS.2, 1.LS.3; 2.LS.1, 2.LS.2, 2.LS.3

Social Studies – K.3.7, K.4.1, K.4.2, K.4.3, K.4.4; 1.3.9, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6; 2.3.8, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8

WHAT YOU WILL NEED

- Pieces of felt or paper cut in the shape of a fish (two per student)
- Several small magnets
- Several medium to large paper clips
- 4 rods, sticks, or poles
- Yarn or rope

LESSON 3—GREEK VALUES

- At one end of the rope, tie the paper clip.
- Tie the other end of the rope to the end of the stick.
- Spread the fish out on the floor in a small area that represents the ocean.
- Tell students that they will take turns catching fish by trying to touch the paper clip to the mouth of the fish.
- The students will take turns catching the fish. Tell each student that they are allowed to catch two fish but can keep only one. They must put one back into the ocean.
- Once all students have fished, have them count the fish that remain in the ocean and write it down.
- Ask them to put all the fish the caught back into the ocean.
- Once all fish are back in the ocean, tell students that, for the next round, only three students will be fishing, and at the same time.
- Choose three students, and instruct them that they should try to catch all of the fish they can within 1 minute. Use a timer to keep track. When the time is up, count how many fish are left in the ocean and mark that on the board.
- Ask the students to put all the fish back into the ocean for the next group of three students.
- Let all students compete the 1-minute challenge in groups of three.
- Ask students to think of reasons why there were more fish when they took turns and were only allowed to keep one fish at a time.
- Then, ask students to think of reasons why there were fewer fish, or no fish, left when they went in groups of three and could catch as many as they wanted in 1 minute.
- Explain that **natural resources** like fish should be consumed responsibly. As demonstrated in the game, taking turns and ensuring that there is a limit to the number of fish caught can help keep fish in the ocean to breed and create more fish.
- Award each student a stamp or sticker for the Natural Resources Experience in the passport.

SEA SPONGES



denissimonov / Adobe Stock

When people think about sponges, they often envision the synthetic, brightly colored one used in the kitchen or the whimsically shaped one they use in the tub or shower. However, sponges were not always made of synthetic material and were not readily available at a local store. Traditional sponges are living organisms found at the bottom of the ocean. Plucked from the seabed, sponges were brought to the surface to dry and be used for cleaning and bathing. The ancient Greeks Homer and Plato first wrote about the use of sponges for bathing, and the Greek island of Kalymnos has a long history of people diving for sponges to sell and trade. As sponges became more popular throughout the world, they were fished almost to the point of extinction. The synthetic sponges used today were invented as a more sustainable substitute, but natural sponges are still sold as novelty items in many places.

SEA TURTLES



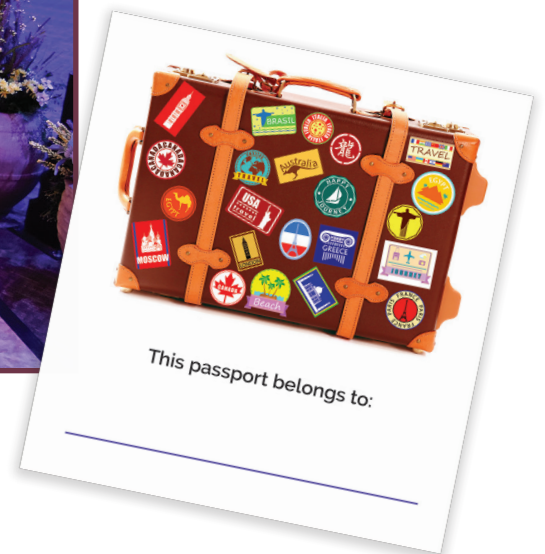
kathayut / Adobe Stock

Loggerhead turtles live in the seas surrounding Greece and make their nests on the warm beaches along the coast. Loggerheads can live up to 100 years, yet despite their long lives, they are endangered due to climate change, human activity, and loss of habitat and breeding grounds. Only one out of a thousand baby turtles makes it to adulthood. As babies hatch from their eggs, there is a treacherous journey from the nest to the water, with the threat of predators and human activity on beaches. When they get to the water, there are still many threats to overcome from ocean predators and water pollution. Luckily, there are many organizations that work tirelessly to protect these turtles and their future. ARCHELON, the Sea Turtle Protection Society of Greece, is an organization that protects nesting areas, conserves habitat, provides rescue and rehabilitation for afflicted turtles, and spreads education, awareness, and information about the dangers that Loggerhead turtles face. Through education and action, anyone around the world can help rescue and protect these amazing creatures.

CULMINATING EXPERIENCE



Now that students have a better understanding of Greek culture, they are ready to travel to Greece. Students are encouraged to review their passports prior to their visit to The Children’s Museum of Indianapolis. Students should bring their passports with them to the museum and experience all the wonders of Greece! Upon returning to the classroom, the class should review what they saw, smelled, touched, and learned.



PROCEDURES

- Ensure students have their passports and a writing tool on the day of the museum visit.
- What students can look forward to:
 - Fly away! Students will need to bring their passports because they will board a plane to fly to Greece.
 - Students will have the opportunity to meet the three families they learned about in Lesson 3. They can explore their homes, ask the families questions via FaceTime, and explore the ancient Corinth research site.
 - Students can create a culinary masterpiece in the Taverna and sit under the twilight sky on the Plateia (the Plaza).
 - A perfect opportunity for students to see fishing techniques firsthand is available on the Fishing Dock.
 - An area dedicated to education about turtle rescues is in the exhibit, and students can count turtle eggs and track turtles using actual Archelon data.



CULMINATING EXPERIENCE

- As students enter the Cultural Center, they will be greeted by music, be able to practice Greek dance steps, and see traditional Greek instruments.
- After students have returned to the classroom after the visit to the museum, ask them to reflect on their experience. Ask: What was your favorite experience in the exhibit? What were some things you saw that you learned in the classroom before the visit? What were some new things that you learned at the museum?
- Tell students that they will be creating their own museum exhibit in the classroom called *Take Me There: Us!* This exhibit will give them the opportunity to teach the class a little about their family's culture.
- At this point, students should understand what culture means. However, ensure students know that culture does not have to be the country of origin of their family but about their family's customs and what they value and believe.
- As the students have learned, Greece is famous for its rich and traditional food. Instruct students to bring something to their classroom from their own culture. Their families will need to assist with this, so a letter home is suggested. This can be food, clothing, music, a tradition, photos, or an object representing their culture.
- Choose a day to have students bring in their artifact for the museum and set it up at their seat in the classroom. When all students have set up their contributions, have each student explain to the class what they brought.
- Give students a chance to walk around and look at other students' cultural artifacts. Encourage them to ask each other questions and have fun!
- Finally, have students draw their own stamp on the final page of their passports. Encourage them to design and decorate the final stamp with the colors, sights, sounds, and smells of their trip to *Take Me There®: Greece* in mind.

TEACHER TIPS



The Children's Museum of Indianapolis wants to ensure that your students have a successful visit! Here are some things to consider when planning the trip:

- **Make a reservation.** Schools are encouraged to make reservations well in advance of their trip to ensure that the desired date, times, and programs are available. Reservations are required at least two weeks in advance of the visit. See The Children's Museum website, childrensmuseum.org, for more information.
- **Research the programs.** School Services provides interactive programs to schools year-round, including specialized programs created specifically for the *Take Me There®: Greece* gallery.
- **Check for daily programs in the gallery.** Public programs run daily in the galleries and school groups are always encouraged to attend. No reservation is needed; however, it is best to note the schedule of the programs to ensure your students have the full experience.
- **Timing is everything!** Schools are allowed to enter the museum at 9:30 a.m., before it opens to the general public. There is a lunchroom available for school lunches; reservations are required.
- **Does a School Membership make sense?** School Memberships are an affordable and easy way for school districts and individual schools to take multiple visits to the museum without having to pay the full price of admission.

REFERENCES

National Geographic Kids: Greece

<https://kids.nationalgeographic.com/explore/countries/greece/>

Cricket Books. *If I Were a Kid in Ancient Greece*. Peterborough, NH: Carus Books, 2012.

What was ancient Greece like for children? This 32-page illustrated book looks at their daily lives from education to recreation to religion. For Grades K–2.

Marcoviks, Joyce L. *Greece*. New York, NY: Bearport Publishing, 2018.

Learn about the foods, cities, geography, history, and friendly people of Greece in this 32-page, colorful book from the “Countries We Come From” series. For Grades K–3.

Orr, Tamra. *The Food of Greece*. New York, NY: Marshall Cavendish Benchmark, 2012.

Explore the food, festivals, and culture of Greece through text and photos of (and recipes for) its food. In 64 pages, this book explains how the country’s physical features and climate have influenced the Mediterranean diet. For Grades 2–6.

Tabachnik, Anna T. *Greece*. New York, NY: Scholastic Books, 2019.

Young narrators guide readers through 32 pages of colorful photos of historical sites and modern cities, discussing science, sports, culture, and art, and comparing Greece to the United States. For Grades 2–4.

ACADEMIC STANDARDS

National Academic Standards

National Council for the Social Studies

Standard I: Culture

Standard II: Time, Continuity & Change

Standard III: People, Places, & Environments

Standard IV: Individual Development & Identity

Standard V: Individuals, Groups, & Institutions

Standard VII: Production, Distribution, & Consumption

Standard VIII: Science, Technology, & Society

Standard IX: Global Connection

Standard X: Civic Ideals & Practices

Common Core State Standards

English Language Arts: Literacy Reading: Literature

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Common Core State Standards

English Language Arts: Literacy Reading: Literature *continued*

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 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.

Writing

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key

details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 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.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Indiana's Academic Standards

English Language Arts Reading: Print Concepts

K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2.2 Recognize that written words are made up of sequences of letters.

K.RF.2.3 Recognize that words are combined to form sentences.

K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet.

Reading: Literature

K.RL.1 Actively engage in group reading activities with purpose and understanding.

K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read

K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.

K. RL. 2.3 Identify important elements of the text (e.g. characters, settings, or events).

K.RL.2.4 Make predictions about what will happen in a story.

K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.

K.RL.4.1 With support, use illustrations and details in a story to describe its characters, setting, or events.

K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

1.RL.1 With support, read and comprehend literature that is grade appropriate

1.RL.2.1 Ask and answer questions about main ideas, and key details in a text.

1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

1.RL.2.4 Make and confirm predictions about what will happen next in a story.

1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RL.3.2 Identify who is telling the story at various points in a text.

1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.

2.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for Grades 2 and 3. By the end of Grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.

2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

Reading: Vocabulary

K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.

Writing

K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

K.W.2.2 Write by moving from left to right and top to bottom.

K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.

K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

K.W.6.1 Demonstrate command of English grammar and usage, focusing on writing sentences that include singular and/or plural nouns, and on writing sentences that include verbs.

K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on capitalizing the first word in a sentence and the pronoun I, recognizing and naming end punctuation, and spelling simple words phonetically, drawing on phonetic awareness.

1.W.6.1 Demonstrate command of English grammar and usage, focusing on writing sentences that include common and proper nouns and personal pronouns.

1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on capitalizing the first word of a sentence, dates, names of people, and the pronoun I; correctly using a period, question mark, and exclamation mark at the end of a sentence; using commas in dates and to separate items in a series; spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; correctly spelling words with common spelling patterns; and correctly spelling common irregularly spelled, grade-appropriate high-frequency words.

2.W.6.1 Demonstrate command of English grammar and usage, focusing on writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns; writing sentences that use the past tense of frequently occurring irregular verbs; understanding the functions of different types of verbs (e.g., action, linking) in sentences; writing sentences that use adjectives and adverbs.

2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on capitalizing greetings, months and days of the week, titles and initials in names, and proper

nouns, including holidays and geographic names; correctly using a period, question mark, or exclamation mark at the end of a sentence; using an apostrophe to form contractions and singular possessive nouns; using commas in greetings and closings of letters, dates, and to separate items in a series; correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; generalizing learned spelling patterns (e.g., word families) when writing words; correctly spelling common irregularly spelled grade-appropriate high frequency words.

Speaking and Listening

K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5 Continue a conversation through multiple exchanges.

K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.3 Give, restate, and follow simple two-step directions.

1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's

own ideas in small group discussions or tasks.

1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.

1.SL.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

1.SL.4.3 Give and follow three- and four-step directions.

2.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.SL.2.3 Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2.5 Build on others' talk in conversations by linking comments to the remarks of others.

2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.

2.SL.4.2 Create simple presentations that maintain a clear focus, using various

media when appropriate to clarify ideas, thoughts, and feelings.

2.SL.4.3 Give and follow multi-step directions.

Physical Education

K.1.1.A Performs emerging patterns in locomotor skills (walk, run, leap, hop, gallop, slide, and skip) while maintaining balance.

K.2.1.A Differentiates between movement in personal space and general space at a slow to moderate speed.

K.2.1.B Moves in personal space to a rhythm.

K.3.6.A Recognizes that food provides energy for physical activity.

K.3.6.B Identifies healthy and unhealthy foods.

K.5.3.A Identifies physical activities that are enjoyable.

1.1.1.A Performs mature patterns in locomotor skills (jog, run, jump, hop, gallop, and slide).

1.2.1.A Moves in personal space and general space in response to designated beats/rhythms.

1.3.6.A Differentiates between healthy and unhealthy foods.

1.3.6.B Explains "My Plate" (such as matching foods to food groups).

1.5.3.A Describes positive feelings that result from participating in physical activities.

2.1.1.A Performs mature patterns in locomotor skills (skip).

2.2.1.A Combines locomotor skills in general space to a rhythm.

2.3.6.A Recognizes the "good health balance" of nutrition and physical activity.

2.5.3.A Identifies physical activities that provide self-expression (such as dance, gymnastics routines, practice tasks in game situations).

Science

Earth and Space Science

K.ESS.4 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Life Science

K.LS.1 Describe and compare the growth and development of common living plants and animals.

K.LS.2 Describe and compare the physical features of common living plants and animals.

K.LS.3 Use observations to describe patterns of what plants and animals (including humans) need to survive.

1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.

1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.

1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

2.LS.1 Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.

2.LS.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

2.LS.3 Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those

features may provide an advantage for survival in different environments.

Social Studies

K.1.1 Compare children and families of today with those from the past.

K.1.2 Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.

K.1.3 Identify and order events that takes place in a sequence.

K.1.4 Explain that calendars are used to represent the days of the week and months of the year.

K.2.1 Give examples of people who are community helpers and leaders and describe how they help us.

K.2.4 Give examples of how to be a responsible family member and member of a group.

K.3.1 Use words related to location, direction and distance, including here/ there, over/under, left/right, above/ below, forward/backward and between.

K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

K.3.3 Locate and describe places in the school and community.

K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

K.3.7 Recommend ways that people can improve their environment at home, in school, and in the neighborhood.

K.4.1 Explain that people work to earn money to buy the things they want and need.

K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

K.4.3 Explain why people in a community choose different jobs.

K.4.4 Give examples of work activities that people do at home.

1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.

1.1.2 Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc.

1.1.3 Identify American songs and symbols and discuss their origins.

1.1.4 Identify local people from the past who have shown honesty, courage and responsibility.

1.1.5 Identify people and events observed in national celebrations and holidays.

1.1.7 Use the terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred in the school.

1.1.9 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.

1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes.

1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.

1.3.3 Identify and describe the relative locations of places in the school setting.

1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood.

1.3.7 Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.

1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.

RESOURCES

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

1.4.2 Identify services (actions that someone does for someone else) that people do for each other.

1.4.3 Compare and contrast different jobs people do to earn income.

1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity).

1.4.6 Explain that people exchange goods and services to get the things they want and need.

2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important.

2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).

2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.

2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there.

2.3.4 Compare neighborhoods in your community with those in other parts of the world.

2.3.5 On a map, identify physical features of the local community.

2.3.6 Identify and describe cultural or human features on a map using map symbols.

2.3.8 Identify ways that recreational opportunities influence human activity in the community.

2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources).

2.4.2 Identify productive resources used to produce goods and services in the community.

2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.

2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.

2.4.5 Research goods and services produced in the local community and describe how people can be both producers and consumers.

2.4.6 Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.

2.4.7 Define specialization and identify specialized jobs in the school and community.

2.4.8 Explain why people trade for goods and services and explain how money makes trade easier.

Visual Arts

VA:Cr1.1.PKa Engage in self-directed play with materials.

VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.

VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.

VA:Cr1.1.3a Elaborate on an imaginative idea.

VA:Cr1.2.PKa Engage in self-directed, creative making.

VA:Cr1.2.Ka Engage collaboratively and/or individually in creative art-making in response to an artistic problem.

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

VA:Cr2.1.PKa Use a variety of art-making tools

VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr2.2.PKa Share materials with others.

VA:Cr2.2.Ka Begin to identify safe and non-toxic art materials, tools, and equipment.

VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA:Cr2.3.PKa Create and tell about art that communicates a story about a familiar place or object.

VA:Cr2.3.Ka Create art that represents natural and constructed environments.

VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

VA:Cr2.3.2a Repurpose objects to make something new.

VA:Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

VA:Cr3.1.PKa Share and talk about personal artwork.

VA:Cr3.1.Ka Explain the process of making art while creating.

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.

VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

VA:Re7.2.Pk Distinguish between images and real objects.

VA:Re7.2.Ka Describe what an image represents.

VA:Re7.2.1a Compare images that represent the same subject.

VA:Re7.2.2a Categorize images based on expressive properties.

VA:Re7.2.3a Determine messages communicated by an image.

VA:Cn11.1.P Recognize that people make art.

VA:Cn11.1.Ka Identify a purpose of an artwork.

VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.

VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.



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