

# The Greek Golden Age

## Day 1 The Agora

Through **excavations**, archaeologists find out about everyday life in ancient civilizations. One site that archaeologists have uncovered is an open meeting area called an *agora* in the Greek city of Athens.

### Spelling Word Link

era

#### New Words

**colonnades** rows of columns

**excavations** the processes of exposing or digging out an area

**foundation** the base that a building stands on

**philosopher** a specialist in the study of seeking knowledge

**temple** a place of worship

#### Additional Words

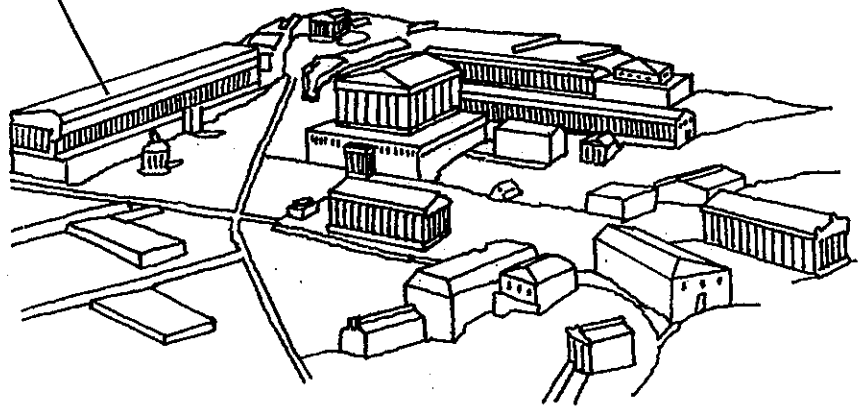
##### SYNONYMS

base, remove  
examine, relics  
statuettes, period

##### REAL-WORLD WORDS

analyze  
artifact  
excavate  
figurines

**Colonnades** made the buildings in the Agora open, spacious, and airy.



Ancient Athenians met in the Agora to buy and sell goods, worship in a **temple**, and debate with a great **philosopher** like Socrates. Today, excavations have uncovered many of the original **foundations** of buildings in the Athenian Agora. Several have been reinforced for preservation.

Complete the following sentences on a separate sheet of paper.

1. **Colonnades** help keep buildings in the Agora airy by \_\_\_\_\_.
2. A **philosopher** might debate about \_\_\_\_\_.
3. The **foundation** of a building must be sturdy because \_\_\_\_\_.
4. In **excavations** of an ancient Greek agora, archaeologists might find \_\_\_\_\_.
5. After visiting a **temple** in the Agora, an ancient Athenian might have \_\_\_\_\_.

#### Spelling and Phonics:

##### Short Vowel Sounds

/ă/: analyze

/ĕ/: architecture

/ĭ/: figurines

/ŏ/: Socrates

/ŭ/: cultural

## Day 2 The Truth, Please

Each sentence below contains a false statement. On a separate sheet of paper, rewrite the sentences to make them true.

1. People would visit a **temple** in ancient Greece only to buy and sell goods.
2. The **foundation** of a building arches over its doorway.
3. In **excavations** of the Agora in Athens, archaeologists probably found old batteries and CDs.
4. A **philosopher** would never be found in an agora because philosophers refused to talk to ordinary people.
5. **Colonnades** are structures that keep buildings shut tight, protected from wind and rain.

## Day 3 Synonyms

Read the paragraph below. Choose one synonym from the box to replace each underlined word.

base    remove    relics    statuettes    period

Archaeologists began to excavate the dirt around the ancient temple. After days of careful digging, they reached the building's original foundation. Under layers of dirt and debris, they found numerous artifacts, including hand-carved figurines and pottery from the prehistoric era.

## Day 4 Challenge: Greek Root *phobia*

The Greek root *phobia* means "fear of a thing." On a separate piece of paper, match each phobia on the left with its meaning on the right. Use a dictionary to check your answers.

- |                   |                            |
|-------------------|----------------------------|
| 1. arachnophobia  | a. fear of heights         |
| 2. equinophobia   | b. fear of spiders         |
| 3. claustrophobia | c. fear of enclosed spaces |
| 4. acrophobia     | d. fear of water           |
| 5. hydrophobia    | e. fear of horses          |

**BONUS** Write sentences describing situations that people having each phobia listed should try to avoid.

## Day 5 Review

You are guiding a tour of the Agora in Athens. Write a paragraph describing to visitors what they would have seen, heard, and smelled in the Agora 2,400 years ago, during the Golden Age of Greece. Use some of the **New Words** and at least one of the **Real-World Words** in your description.

## Main Idea and Supporting Details/Summarizing


 REVIEW

**Directions:** Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

### Slavery

The practice of human slavery is something we would like to think had a short history that has long since ceased to be. It is hard to imagine how any group of people could think they could own another group of people.

It is a sad truth, however, that slavery has a long history. There is evidence that slavery was first practiced in prehistoric times. It became widespread in Greece and in the Roman Empire. During the 1500s and 1600s, slavery was established in the New World as Europeans established colonies in the Americas. They brought slaves from Africa to work on sugar plantations in the West Indies and South America. Later, slavery spread to North America.

Eventually, changing attitudes about human rights brought an end to slavery in most parts of the world. But slavery is still practiced today in parts of Africa, Asia, and South America. While the number of people living in slavery is unknown, most slaves are believed to be captives of war or persons sold into slavery to pay debts.

People who are enslaved are almost always restricted in many ways. Often they cannot legally marry or have a family. They cannot testify in court, vote, or own property. They are forced to work hard for little or no pay.

- The main idea in the second paragraph is that—
  - Greece had slaves.
  - Slavery ended in places.
  - Asia still has slavery.
  - The practice of slavery is very old.
- A detail that supports the main idea of the second paragraph is that—
  - slaves are restricted.
  - there was slavery in prehistoric times.
  - slavery is very old.
  - slaves can't vote.
- The main idea in the fourth paragraph is that—
  - slaves are restricted.
  - slaves can't testify in court.
  - Africa has slavery.
  - attitudes have changed.
- A detail that supports the main idea of the fourth paragraph is that—
  - the New World had slavery.
  - slavery is historic.
  - attitudes have changed.
  - slaves can't testify in court.
- Which statement best summarizes the article?
  - Slavery is everywhere.
  - Slavery is an old and inhumane practice.
  - Slavery has now ended.
  - Slavery means hard work.



**Notes for Home:** Your child identified the main ideas and supporting details of an article and summarized it. **Home Activity:** Read a newspaper article with your child. Together, identify its main ideas and supporting details. Then have your child summarize the article.

## Summarizing and Text Structure


**REVIEW**

**Directions:** Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

### Travels of the Past

The explorer and anthropologist Thor Heyerdahl went on many adventures in order to test his ideas. He believed ancient peoples regularly traveled great distances, and that this is why we find similar objects in places that are very far apart. He tested his ideas by crossing oceans in small handmade boats like those used in ancient times.

One of Thor Heyerdahl's ideas was that the native peoples of Peru were able to sail to Polynesia in the distant past. He thought that even though they did not know latitude and longitude, they were able to follow ocean currents and the stars in the sky. He tried out his idea by building a balsa raft like the ones Peruvians made long ago. His movie about this successful trip won an Academy Award in 1951. With his small crew, he led several other successful expeditions from South America to the East Pacific, to show that such long journeys would have been possible for Native American people.

Thor Heyerdahl also was able to cross the Atlantic from North Africa in a boat modeled after ancient Egyptian papyrus boats. He believed that ancient Egyptians actually did travel to South America this way and that the Egyptians are the ancestors of the Aztec and Inca people.

Thor Heyerdahl also believed that the Sumerians, who lived between the Tigris and Euphrates Rivers 5,000 years ago in what is now Iraq, traveled from their homeland to the Indian Ocean. However, war in the region kept him from testing his idea and the model reed boat he had built.

- A summary of this article should not include the information about—
  - travel from South America to Polynesia.
  - journeys by Egyptians to America.
  - the movie about the trip to Polynesia.
  - Sumerian travel to the Indian Ocean.
- A main idea of this article is that ancient peoples—
  - followed currents and stars.
  - were smart.
  - did not know latitude and longitude.
  - traveled far in simple crafts.
- A summary of this article should include information about Thor Heyerdahl's —
  - ways of testing his ideas about ancient travel.
  - balsa raft.
  - crew.
  - education.
- Thor Heyerdahl believed that journeys made in ancient times explain why—
  - his film won an Academy Award.
  - Egyptians used boats made of papyrus.
  - similar objects are found in places great distances apart.
  - the native peoples of Peru built such excellent boats.
- Which text structure best describes the organization of this article?
  - chronological order
  - comparison-contrast
  - problem-solution
  - cause-effect



**Notes for Home:** Your child read a passage and identified its main ideas and text structure.  
**Home Activity:** Read a nonfiction article from a magazine with your child. Have your child identify its main ideas and then summarize it.

**READ THE PASSAGE**

Think about why the author wrote the passage.

**Don't Cut the Arts**

Has the number of art classes at your school been reduced? Did your school cancel next year's play? Have band classes been eliminated? When school budgets are under pressure, the arts always seem to be the first programs that are cut. Classes in painting, drama, dance, and music—as well as after-school arts activities—are often the first to go.

Some people believe that arts funding should be cut. They claim that school performance is measured by standardized test scores, not by a successful arts program. So why shouldn't schools cut arts programs when money is tight?

According to the National Governors' Association (NGA), there are many reasons to preserve the arts in schools. Students exposed to the arts have higher academic achievement and are better at planning and working toward goals. Students who study the arts are:

- four times more likely to get academic awards or win a writing award;
- four times more likely to take part in a math or science fair; and
- more likely to score higher in creative thinking, fluency, and originality.

In their report "The Impact of Arts Education on Workforce Preparation," the governors also observe that schools with strong arts programs have:

- significantly fewer discipline problems;
- less absenteeism; and
- lower dropout rates.

Should we cut the arts in times of economic difficulty? This author says "No!"

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

1. The author's main purpose for the passage is to \_\_\_\_\_.
  - (A) inform readers about the NGA
  - (B) describe the arts classes offered in schools
  - (C) persuade readers that the arts should not be cut
  - (D) explain how to participate in the arts
2. The author probably uses bulleted lists to \_\_\_\_\_.
  - (A) copy the format of the NGA report
  - (B) show opposing viewpoints
  - (C) make information easier to read
  - (D) provide sources for statistics
3. Which one provides the strongest support for the author's argument?
  - (A) the questions at the beginning of the passage
  - (B) the statistics from the NGA
  - (C) the mention of standardized tests
  - (D) firmly stating "No!"
4. Why does the author include other people's opinions in paragraph 2?
  - (A) because she thinks the arts should be cut
  - (B) because she is unsure how she feels about arts programs
  - (C) to explain why standardized tests matter
  - (D) to argue against an opposing viewpoint

**STRATEGY PRACTICE**

Write one question you had while reading the passage. If you found the answer, write it, too.

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**READ THE PASSAGE**

Think about why the author wrote the passage.

**Feeling Blue? Play Some Music**

Everyone experiences bad moods now and then, some more than others. But help may be on the way. In recent studies, scientists have found that music can improve people's moods. One study conducted by the University of Maryland showed that listening to a type of classical music called *baroque* helped improve the moods of medical workers who study images of people's organs and bones. It also helped the medical workers feel greater satisfaction with their work.

But not only classical music helps people feel better. In fact, a Penn State University study of college students showed that any kind of music the students listened to helped produce more positive emotions, such as joy, affection, and calm.

How can you help *yourself* with music? Try a music-listening diary, as did the students in the Penn State study. Before you listen to music, record how you are feeling. Then get your radio, CD player, or MP3 player and turn on your favorite kind of music. The college students most often listened to rock music, but you can choose any kind. Next, do whatever activity you would normally do while listening to music. For example, the college participants studied, exercised, and socialized. After listening to the music, write down how long you listened and how you feel now. Keep the diary for a couple of weeks, and find out if music really does make a difference.

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- The author describes the University of Maryland study so that readers will learn \_\_\_\_\_.
  - about classical and baroque music
  - about the effects of music on people's mood
  - how studies are conducted
  - that music helps only medical workers
- The main purpose of the second half of the passage is to \_\_\_\_\_.
  - entertain readers with stories about music
  - inform readers about how mood affects researchers
  - encourage readers to use music to improve their own moods
  - instruct readers on what type of baroque music they should listen to
- The author describes the Penn State study so that readers will realize that \_\_\_\_\_.
  - any type of music can improve mood
  - college students experience many emotions
  - music decreases students' happiness
  - rock-and-roll is the most helpful kind of music
- In the third paragraph, the author is mainly trying to help readers \_\_\_\_\_.
  - find a variety of ways to improve their moods
  - interpret the data from the studies
  - choose their favorite kind of music
  - discover how music affects their moods

**STRATEGY PRACTICE**

Write a question you thought of before you read the passage. If you found the answer, write it, too.

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