



All for Sparta

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what a city-state is. Ask them to explain why ancient Greece developed into city-states that acted independently of one another. You may wish to use image 1A-4 to help prompt students. Review with students how the high Greek mountains split Greece into lots of little valleys, and how a city in each valley became its own little nation, which we refer to today as a city-state. Explain that because the Greeks were divided geographically, they did a lot of things independently of one another. Remind them that each city-state had its own government and rules, but that the Greek city-states shared the same language.

Remind students how the Greek city-states were highly competitive and would only work together in an emergency. Review the last read-aloud about the Olympic Games, emphasizing how the city-states put differences aside in order to participate in this grand competition to honor Zeus and the other gods. You may wish to show image 4A-4. In the corresponding text, a man called out to the poet Pindar as he was speaking with the sculptor Myron, saying, “Pindar! What are you doing with that Athenian? Don’t you know we Thebans are still fighting a war against Athens?” Remind students that Athens and Thebes were two different city-states in Greece. Pindar was from Thebes, and Myron was from Athens. Reiterate that even though some city-states didn’t get along, they came together on certain occasions, such as the Olympics.

Show the following city-states on Poster 1, explaining their relevance thus far (noted in parentheses): Athens (Myron); Thebes (Pindar); Olympia (location of the Olympic Games). Now show Sparta, and explain that today they are going to hear a read-aloud about another city-state called Sparta.

Purpose for Listening

Ask students to raise their hands if they are seven years old or older. Tell students to listen to this read-aloud about a boy who lived in the city-state of Sparta to find out how, on his seventh birthday, his life was changed forever.



All for Sparta

◀ Show image 5A-1: Lysander at home with mother and sister¹

- 1 What do you see in this picture?
- 2 [Ask a student volunteer to point to Sparta on Poster 1.] How do you think his life changed forever?
- 3 or for all time
- 4 In this case, *camps* means a place where an army lives. *Camps* can also refer to places children go for summer activities or care.

Lysander (liss-SAND-ur) was ready. This was his seventh birthday, and also the birthday of his twin sister, Disa (DEE-suh), whose name means “double.” This would be their last birthday celebration together, for when a boy in the city-state of Sparta turned seven, his life changed forever.²

Until now, Lysander had lived at home with his mother and sister. Occasionally, they saw Lysander’s father whenever he visited home, for fathers did not live with their families in Sparta. Instead, all Spartan men served **permanently**³ in the Spartan army and lived in army camps.⁴



◀ Show image 5A-2: Father showing Lysander training camp

- 5 How would you feel if you had to leave your family at age seven to train to be a soldier?

On one of his visits, Lysander’s father had explained, “At the age of seven, a Spartan boy begins his formal training for life in the army. Spartan soldiers are the greatest in all of Greece, and if you are to take your place among us, you must start preparing early. You must make yourself as strong, as fast, and as tough as you can. I expect you to run great distances, to climb steep mountainsides, and to swim in rough waters.”⁵

Lysander’s father went on, “When I can, I will spend time here and show you how to use a sword and a spear, and how to wrestle and box, although you will be trained completely in these and other fighting skills after you join the other boys in the army training camp. I expect the best from you, as Sparta expects the best from all of its people.”

Can you imagine having a conversation like this with one of your parents? To us today, the Spartan way of life seems terribly hard: Spartans had few comforts in life and had to accept many hardships. We even use the word *Spartan* today to describe something difficult that requires you to be strong in body and mind

- 6 or training to improve yourself, usually by giving up some type of luxury or comfort



- 7 Merchants are traders who buy and sell goods.

- 8 or act of forcefully taking something over

- 9 [Ask students if they remember from earlier studies what another ancient civilization, the Chinese, built to keep out invaders.] (the Great Wall)



and that takes a great deal of **self-discipline**.⁶ To the Spartans, this was the only way they knew how to live. But things had not always been this way.

← **Show image 5A-3: Spartan army**

Long before the time of Lysander or his father, Sparta had been just one of the many city-states in Greece. The people of Sparta were farmers, seafarers, and merchants, like people in most other parts of Greece.⁷ But when Sparta grew overpopulated, the city-state decided to attack another city in order to have more land and food. The Spartans fought a long war of **conquest**⁸ against this city.

This war was so difficult to win that the people of Sparta decided, “We will rebuild our city and make Sparta the strongest military force in the world, so that no one will be able to attack us or fight back against us.”⁹ We will make all of Sparta into one great fighting machine, and every citizen must do his or her part to make that machine unstoppable. All of our men will be soldiers, and we will train them to be mighty warriors. Our women will learn how to run and wrestle so that they, too, will be strong—but their jobs will be different. The women must be able to give birth to many children and do even the most difficult jobs at home while the men are off fighting.”

← **Show image 5A-4: Spartan council of two kings and twenty-eight elders**

The military city-state of Sparta completely changed the way they lived in order to make this happen. Few people got to vote on how the government would work or what it would do. In fact, women were not allowed to vote or take part in the government at all, but were supposed to concentrate on life at home. Even among the men, few were allowed to make decisions.

There were two kings instead of one, so that one person could not hold all of the power for himself. The two Spartan kings, in addition to helping run the government, led the Spartan armies. If one died in battle, the other would still be alive to lead the

10 or group of people chosen to look after the interests of a group

Spartans. To pass laws, there was a **council**¹⁰ made up of twenty-eight elders and the two kings. Whereas the two kings could be younger, the other men in the council had to be at least sixty years old to be sure they had enough life experience to help run the city-state as the Spartans thought it should be run.

11 So do you think they traded vegetables with other farmers from other city-states?



← **Show image 5A-5: Lysander leaving with Platon**

Sparta was mostly what we call “a closed society.” That is, the Spartans did not conduct a lot of business with other parts of Greece. Instead, they tried to make or grow in their own city-state all they would need in order to survive.¹¹ They did not want to open themselves up to other peoples’ ideas of how to live—or to a possible invasion by another city-state.

12 How do you think Lysander felt?

13 or big and strong

As he celebrated his seventh birthday, Lysander thought, “Today I will leave my family home to begin training as a soldier.”¹² Later in the day, a husky¹³ Spartan soldier came to the house to lead Lysander away. The fellow introduced himself as Platon (*PLATT*-ahn), which means “broad-shouldered” in Greek.

Lysander wanted to look brave in front of him, so he did not cry when he said goodbye to his mother and sister. Still, when his sister, Disa, whispered, “I will miss you,” he whispered back, “I’ll miss you, too.”



← **Show image 5A-6: Platon explaining training life to Lysander**

As Lysander marched off with Platon, the soldier told him, “Your father and I served together in a war. In fact, he saved my life. So when I heard his son was going to join us, I requested the chance to bring you to your new home.”¹⁴

14 So is Platon a friend of Lysander’s father? Why?

The soldier continued, “Life at the training camp will be very different from what you have known. They will take away your shoes so that you will learn how to march and run barefoot in an emergency. You will get rough, old clothing to wear. It’s not comfortable, but neither is armor, and you may as well get used to **discomfort**.”¹⁵

15 Discomfort is something that is difficult and without comfort; it is the opposite of the word *luxury* you heard earlier.



◀ **Show image 5A-7: Boys competing for cheese while being watched by commander**

16 or difficult achievement

“As for the food,” Platon grinned, “it’s even worse than what we soldiers eat, and there’s not enough to fill your belly. But sometimes the soldiers will offer you and the other boys some nice, fresh cheese—if you can get to it. The soldiers won’t make it easy for you. Only the bravest and strongest boys will be able to accomplish that feat.”¹⁶

“Or the hungriest,” Lysander said.

Platon grinned at him again. “I think you are going to do just fine,” he said, and they marched onward together.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What happened when Lysander turned seven? (He had to leave his family and go to the army camp to begin his training as a soldier.)
2. *Literal* Where did Lysander live? (in the city-state of Sparta)
3. *Literal* How many kings did Sparta have? (two) Why? (In case one died in battle, the other could lead the army.) Who else helped to make the laws? (the council of twenty-eight elders)
4. *Literal* Were women allowed to be a part of the government? (no)
5. *Evaluative* Why do you think it was important to Lysander to look brave in front of Platon when he was leading him away from his family? (Answers may vary.)

6. *Inferential* Why did the Spartans fight a long war of conquest against another city-state long ago? (for more land and food) How did this cause them to become so focused on war? (They didn't like other cities fighting back against them; they decided to train hard to become the best soldiers so no one could defeat them.)
7. *Inferential* What are some adjectives and other words you could use to describe life in Sparta? (harsh, self-disciplined, full of discomfort, tough, brave soldiers, etc.)
8. *Evaluative* Do you think you would have liked to live in Sparta? Why or why not? (Answers may vary.) Would you rather be Lysander, or his sister, Disa? Why? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Do you know anyone who is in the military? (Answers may vary.) Do you know why we have a military? (Answers may vary but may include that the military protects a country from invasion and also helps during other emergencies.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Permanently

5 minutes

1. In the read-aloud you heard, “All Spartan men served *permanently* in the Spartan army and lived in army camps.”
2. Say the word *permanently* with me.
3. If something is done permanently, it is done for all time.
4. After Wendy’s dog ruined the couch, he lived permanently in the dog house outside.
5. Can you name some things that exist or stay in one place permanently? Try to use the word *permanently* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ exists/stays in one place permanently.”]
6. What’s the word we’ve been talking about? What part of speech is the word *permanently*?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *permanently* is *temporarily*. If you do something permanently, you do it regularly, but if you do something temporarily, you only do it for a certain amount of time, and then you stop. During the school year, I am permanently assigned as your teacher, but a substitute is temporarily assigned when I am absent. Tell about something you do permanently and something you do temporarily. Remember to answer in complete sentences, and be sure to use the words *permanently* and *temporarily* as you share.



Complete Remainder of the Lesson Later in the Day



All for Sparta

5_B

Extensions

20 minutes

Civilization Chart (Instructional Master 1B-1, optional)

Show students Image Card 13 (Sparta), and ask them what they see in the image and what they remember about this military city-state. Review the definition of a city-state with students and tell them they are going to hear about another city-state in the next read-aloud. Ask students which square this Image Card should go in. Place the Image Card in the “City-States” square.

Review with students what is already on the Civilization Chart, and have them discuss what they remember about each image.

- Above and Beyond: You may wish to have some students complete Instructional Master 1B-1 on their own by drawing pictures and/or writing words in each square.

↔ Multiple Meaning Word Activity

Associated Phrase: Camp

1. [Show Poster 3M (Camp).] In the read-aloud you heard, “Instead, all Spartan men served permanently in the Spartan army and lived in army camps.” [Ask a student to come up to point to the Spartan camp on the poster.]
2. *Camp* can also mean something else. It is a place some children go during the daytime in the summer. Have you ever attended a summer camp, music camp, or art camp? [Ask a student to come up to the poster and point to this sense of *camp*.]
3. *Camp* also means to stay or live in a tent at a campsite. Have you ever gone camping? [Ask a student to come up to the poster and point to this sense of *camp*.]

4. [Point to the Spartan camp.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share their responses. (When I think of a Spartan Camp, I think of army, soldiers, boys, fighting, Sparta, tough, etc.)
5. [Point to the summer camp.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share their responses. (When I think of summer camp, I think of summertime, kids, fun, and various types of summer camp activities.)
6. [Point to the camping children.] With your partner, talk about what you think of when you see this kind of camp. I will call on a few partners to share their responses. (When I think of this kind of camp, I think of tents, outdoors, forest, insects, campfire, and marshmallows.)

↔ Syntactic Awareness Activity

Conversations



◀ Show image 5A-5: Lysander leaving with Platon

Directions: Look at the picture. You and your partner will be making up different kinds of sentences based on what you see in the picture. Remember to be as descriptive as possible and use complete sentences.

[Note that there will be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.]

1. One of you should make up a question that Disa asks Lysander. Your partner will answer the question.
[Interrogative/Declarative]
2. The other one of you should make up a question that Lysander asks Disa. Your partner will answer the question.
[Interrogative/Declarative]

3. Make up two commands or directions that Lysander gives to Disa and share with your partner. [Imperative]
 4. Make up two sentences that either Lysander or Disa might say to show excitement or emotion and share with your partner. [Exclamatory]
- ✈ Above and Beyond: You may wish to have partner pairs practice and act out a coherent conversation using different kinds of sentences.