Marlin Elementary
Ms. Blacconiere – Sci/SS/SEL
Grade 6

Day 3

Name ____________________
Ms. Blacconiere - Grade 6: Day 3, Offline Packet

Student Name: ______________

Directions:

- If you do NOT have access to Canvas and/or the online work, please complete the following offline work pages for **DAY 3**
- Please return the completed packet to your teacher upon your return to school.
Motion

The **position** of an object can be described in relationship to a reference point, such as a certain location or another object. **Distance** is a measurement of the length between two positions or locations. **Displacement** is the overall change of position of an object. An object's position, distance, and displacement can each be used to describe an object's motion.

Position

An object's position can be described relative to a reference point. This means that if the location of one object is known, it is possible to tell where something else is relative to, or compared to, the first object.

For instance, on the bookshelf shown above, the race car is positioned above the baseball. Or, the house is to the left of the baseball and the bear is to the right of the pink rabbit.

When an object moves, it **changes position**. An object can be above, below, in front of, behind, to the right, or to the left of its original position. When an object is not moving, it is at rest.
**Distance**

Distance is the length between two positions or locations. Distance does not include a direction. It is often measured in meters, yards, inches, or centimeters with rulers, measuring tapes, or meter sticks. Longer distances can be measured in kilometers or miles.

**Displacement**

Displacement is the overall change in position of an object. It is measured using a straight line from the object's starting point, or origin, to the object's ending point. Displacement includes a direction, such as a person walking 6.5 meters east or 2 miles at 90°.

For example, using the image above, if Joey were to walk from his home to the school and then to the restaurant, his total distance traveled would be 610 m (270 m + 340 m = 610 m). However, for that same trip his total displacement would be 220 m northwest, because that is the overall change in position from his starting location (his home) to his ending location (the restaurant).

If Joey then traveled straight back home from the restaurant, his total distance traveled would be 830 m (270 m + 340 m + 220 m = 830 m). However, his displacement would be 0 m because there is no distance between where he started and where he ended.
Speed & Velocity

The speed of an object is the rate of change of its position. Velocity is similar to speed, but it also includes the direction in which an object is moving.

Speed

Motion is a change in position relative to a frame of reference. Speed is one way to measure motion. The speed of an object is a measurement of the distance an object travels over time, basically how fast the object is moving.

\[
\text{speed} = \frac{\text{distance traveled}}{\text{travel time}}
\]

Constant speed is a speed that does not vary or change. When the object in motion travels at a constant speed, it covers equal distances in equal intervals of time.

A car with the cruise control on travels at constant speed.

For example, if a car travels at a constant speed of 15 meters per second, it will cover 15 meters in each second of its motion.

Instantaneous speed is how fast an object is moving at an exact moment in time.
Speedometers measure instantaneous speed. This car is traveling at an instantaneous speed of 270 km/hr.

**Average speed** is a measurement of the total distance traveled within a given time.

\[
\text{average speed} = \frac{\text{total distance traveled}}{\text{total travel time}}
\]

For example, if a car traveled 200 kilometers in 2 hours, the car's average speed would be:

\[
s = \frac{d}{t} = \frac{200 \text{ km}}{2 \text{ hrs}} = 100 \text{ km/hr}
\]

### Velocity

**Velocity** describes both the speed of an object and the direction in which it is traveling. Positive direction is usually defined as moving away from the reference point.

Moving in the opposite direction (towards the reference point) means that the velocity is negative.

In the first image, the boy rides his bike away from the park. His initial position is 0 meters and final position after a time period of 4 seconds is 32 meters. His velocity can be calculated as shown.
\[ v = \frac{d_{\text{final}} - d_{\text{initial}}}{t} = \frac{32 \text{ m} - 0 \text{ m}}{4 \text{ s}} = 8 \text{ m/s} \]

In the second image, the boy rides his bike towards the park. His initial position is 32 meters and final position after a time period of 4 seconds is 0 meters. His velocity can be calculated as shown.

\[ v = \frac{d_{\text{final}} - d_{\text{initial}}}{t} = \frac{0 \text{ m} - 32 \text{ m}}{4 \text{ s}} = -8 \text{ m/s} \]

The boy riding a bicycle has a velocity of +8 m/s in the first image and -8 m/s in the second image. Although the boy's velocities are different between the two situations, his speed is the same (8 m/s).

Speed and velocity are typically measured with units such as meters per second (m/s), kilometers per hour (km/hr), feet per second (ft/s), and miles per hour (mi/hr). The SI unit for speed and velocity is meters per second (m/s).

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**Position vs. Time Graphs**

*Motion is a key characteristic of all matter that can be observed, described, measured, and graphed.*

An object's position is the object's displacement from a certain reference point. If the object is at the reference point, its position is 0. If an object has a position of 5 meters, that means it is 5 meters away from the reference point.

As an object moves, its position changes through time. The relationship between position and time can be shown on a graph. A straight line on a position vs. time graph represents on object moving at a constant speed. If a graph shows a bend or curve, then the object's motion has changed.

**Showing Motion on Graphs**

Plotting motion on graphs can show many things. In the graphs below, the vertical axis shows the object's position, and the horizontal axis shows the amount of time that has passed.

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**Graph I: Constant Speed (Away from Reference Point)**

[Graph Image]

**Graph II: Constant Speed (Toward Reference Point)**

[Graph Image]
Graph I shows an object moving away from a reference point at a constant speed. The change in position is the same for each increment of time—1 mile every 6 minutes.

Graph II shows an object moving at the same constant speed as shown in Graph I, but the object is moving toward the reference point. Its position is decreasing as time passes.

Graph III shows the same constant speed as in Graph I, but at the 18-minute mark, the object suddenly stops. As time continues, the object's position does not change because the object is not moving.

Graph IV shows an object moving away from a reference point at a constant speed before immediately moving back toward the reference point at the same speed.
Motion

Question 1.

Lauren rode the bus home from the mall on Saturday. She felt the bus accelerate as it left the parking lot, and then the bus turned right. The bus drove east on the freeway for five minutes before exiting, decelerating, and stopping at the stoplight. Then it turned left and slowed to a stop at the end of Lauren’s street.

All of these actions describe a change in velocity except:

A. "the bus drove east on the freeway for five minutes".
B. "the bus turned right".
C. "she felt the bus accelerate".
D. "it turned left and slowed to a stop".

Question 2.

What is the difference between speed and velocity?

A. Velocity and speed both measure an object’s change in position, but velocity only depends upon the object’s speed.
B. Speed measures an object’s change in position, while velocity measures an object’s change in position per unit time.
C. Velocity measures an object’s rate and direction of motion, and speed measures rate only.
D. Speed measures an object’s change in position per unit time, while velocity measures an object’s change in speed per unit time.

Question 3.

A car is traveling south at a speed of 58 miles per hour and then begins traveling at a speed of 59 miles per hour but continues traveling in the same direction. Which of the following has changed?

A. velocity
B. volume
C. density
D. mass
Question 4.

Randy is sledding down a hill away from his sister, Leslie, who is standing at the top of the hill. At first, Randy moves at a constant speed down a nearly flat part of the hill. Then, suddenly, the hill becomes much steeper, and Randy almost immediately starts moving at a much faster speed.

Which graph shows Randy's position as he moves away from his sister?

\[ \text{A. W} \]
\[ \text{B. X} \]
\[ \text{C. Z} \]
\[ \text{D. Y} \]

Question 5.

Two friends are going on a road trip to another state. They are researching different routes they can take to get there. The maximum amount of time they can spend driving is 10 hours. They want to calculate the speed they will need to drive depending on which route they choose. Which of the following do they need to know for each route in order to determine the speed they will need to travel to get to their destination within 10 hours?

\[ \text{A. velocity} \]
\[ \text{B. distance} \]
\[ \text{C. position} \]
\[ \text{D. displacement} \]
Question 6.

Examine the diagram below.

Which of the following best describes the objects' motion in the graph?
A. Object C is moving at the greatest speed.
B. Object A is moving at the greatest speed.
C. All 3 objects are moving at the same speed.
D. Object B is moving at the same speed as object C.

Question 7.

Jordan is training for a state track meet. She is training on a 400-meter circular track. For a counterclockwise run, the starting point is indicated by point W, the 100-meter mark is point X, the 200-meter mark is point Y, and the 300-meter mark is point Z.

Jordan starts her run at point W and runs counterclockwise around the track to complete one lap. Then, she continues running a second lap. On the second lap she stops at point Y. Which of these describes the total distance that Jordan ran?
A. 200 meters
B. 0 meters
C. 600 meters
D. 400 meters
Question 8.

A dog's position relative to its owner through time is graphed below.

Which of the following scenarios could be described by the position vs. time graph above?

A. The dog runs away from its owner at its top speed.
B. The dog slowly trots toward its owner.
C. The dog sits perfectly still several meters in front of its owner.
D. The dog slowly approaches its owner then suddenly runs away.

Question 9.

The motion of an object can be described by its

A. position.
B. speed.
C. direction.
D. all of these

Question 10.

An object travels a given distance at a speed of 5 m/s. If the object travels the same distance at a higher speed, how will the faster speed affect the time it takes the object to travel the distance?

A. The time will remain constant.
B. It will take more time to travel the distance.
C. The time will not be affected.
D. It will take less time to travel the distance.
Ancient Greece

Ancient Greece

The government that we have in the United States was influenced by the democratic government that was formed in Athens around 500 B.C. The Greeks invented the idea of citizenship. They are the forefathers of many modern democracies.

Contributions of Ancient Greece

Athenian Democracy

- The government system of Athens was a direct democracy, meaning it had a government where people voted to make their own rules and laws. This is different from a representative democracy, where voters choose people to act in their interest.

- The word democracy comes from the Greek words *demos*, which means "people," and *kratos*, which means "rule."

- Ancient Athens was ruled by the Assembly, which was made up of any citizens who wanted to participate.

- The Assembly passed laws, served as a supreme court, and appointed generals for the military.

- Citizens decided court cases by serving on juries, which had between 201 and 1,001 members.

- The idea of citizenship comes from Athenian democracy. Citizenship in Athens was limited to native-born males. Women, foreign-born males, and slaves were not citizens and could not participate in politics.

Political Reigns

- Aristocracy: Before Ancient Greece formed the first democracy, the government was ruled by a small group of people called aristocrats. An aristocrat can best be described as a person who is from the upper class or nobility. The upper class owned land and were very rich.

- Tyranny: A tyrant was a ruler who took control of the government by force. Tyrants in Ancient Greece were slightly different than how we define them today. Tyrants were not bad rulers. They were able to stay in power because they had a strong military, but they also had support
from the people. Though tyrants came to power in a violent way, they could actually be good rulers.

- **Oligarchy**: The merchant class became more powerful as they became wealthier. They ruled as an oligarchy, meaning the government power is with a small group of people. They ruled until the 600s B.C.

- **Democracy**: Early forms of democracy in Ancient Greece came out of the formation of city-states. City-states are areas of land, usually with one large city and some surrounding smaller towns, which govern like a nation. Athens was one of the first to have a democracy. Athenian democracy allowed citizens of Athens to vote on legislation and bills instead of voting for representatives to choose for them.

**Greek Contributions**

- **Socrates** was a Greek philosopher. He is known mostly through Plato's dialogues, as Plato's teacher. Socrates developed the Socratic Method, which was a type of teaching in which the teacher would ask their students to answer questions using reason and deduction in a conversation. This was educational because the students use their own knowledge to learn new material.

- **Euclid** studied different math principles, and he is often considered to be the father of geometry. Additionally, he developed properties of geometrical objects.

- The Greeks used the Phoenician alphabet as a basis for their own **Greek alphabet**. The Greek alphabet was the first alphabet to use both consonants and vowels.

- Ancient Greeks loved literature and performing plays. Greeks created a new story type called a **tragedy**. A tragedy is a story that discusses human suffering and ends sadly.

- The Greeks also wrote **epic poetry**; the most famous poems are Homer's works, called *The Iliad* and *The Odyssey*. Another piece of literature was Aesop's Fables, which were a collection of stories written for children.

**Greek Influence**

- As a result of Alexander the Great's military conquests, Greek culture began to spread around the world. The name for this time is the **Hellenistic period**. The Hellenistic period covers the years between 323 B.C. (the death of Alexander the Great) and 31 B.C. (the suicide of Cleopatra).

**Athens and Sparta**
Ancient Greece was a land of geographical separation, independent city-states, and trade. Two large city-states, Athens and Sparta, had very different societies. They fought against Persia during the Persian Wars and fought against each other during the Peloponnesian War.

Geography and City-States

Ancient Greece included the areas of present-day Greece, Cyprus, Turkey, Sicily, and southern Italy. The physical geography of Greece is very hilly and mountainous, which separated the main cities of Ancient Greece from each other. Because cities were so isolated, independent governments known as a "polis," or city-state, formed. Each city-state was made up of the city and surrounding area, and each city-state governed itself. They often traveled between city-states by sailing on the Mediterranean Sea or the Aegean Sea because overland travel was quite difficult. The city-states also traded heavily with Egypt and other civilizations on the Mediterranean.

Athens

Athens was the largest city in Ancient Greece and served as the cultural, commercial, and intellectual center. Many schools of philosophy were started in Athens. The political system of Athens evolved over time. At one point, it was ruled by an oligarchy, meaning a small group of people was in charge of the government. Later, the Athenians developed a democratic form of government. Athens had a direct democracy, allowing citizens to vote on laws. During the Persian Wars, Athens grew to an unchallenged naval and commercial power, and used this power to drive out the Persian fleet. The citizens of Athens also came to other cities' aid during the Persian Wars.
Sparta

Sparta was another city-state. The people of Sparta were believed to be descendants of Hercules and had the best army in Ancient Greece. They were a military city-state; all men participated in the army, and education was focused on strength and obedience. Young boys were trained from an early age for military service. They were expected to be very athletic. Women were also supposed to be physically fit so they could give birth to healthy children.

Spartan society had citizens as well as slaves, which were called helots. Helots were responsible for doing all the work in the city as the citizens were doing military training. The army made Sparta the most powerful Greek city-state before the Persian Wars. The army also provided a sense of security because the Spartans were never invaded by the Persians. The military strength of Sparta also allowed them to go to war with Athens in the Peloponnesian War.

Citizenship in Athens and Sparta

The idea of citizenship comes from Athenian democracy. In Athens, only men who were not slaves and who were from Athens had citizenship. These men could vote and participate in politics in Athens. Women did not have many rights in Athens. They were expected to marry and have children, and they were not allowed to leave their homes except for a few occasions. Slaves had fewer rights. Athenian slaves could not use their own name and were renamed by their masters. A person would become a slave by being born to a slave, being sold into slavery, or being captured in a war.

Sparta was ruled by dual kings, although males were still allowed citizenship. This citizenship represented a council of elders that assisted the kings. Women in Sparta had more rights than women in Athens. They could own property and travel where they pleased, although they were not involved in politics. The issue of citizenship in Sparta was further highlighted by the separation between citizens and helots. As mentioned, the helots were responsible for all of the work within the city and had no freedoms.

Persian Wars

The Persian Empire was a large civilization located in the Middle East. It controlled many areas that were geographically close to Greece, including Asia Minor, an area that makes up modern-day Turkey. The people living in Asia Minor identified with the Greek culture and believed themselves to be Greek. For this reason, when these areas of Asia Minor rebelled against Persian rule, the free city-states in Greece gave them aid. The Persian emperor became angry with Greece and invaded in 492 B.C.

Athens, Sparta, and other Greek city-states allied against Persia. Some famous battles from this war were the Battle of Marathon (490 B.C.), from which modern marathons get their name, and the Battle of Thermopylae (480 B.C.), which is famous for the Spartan soldiers who fought there. The Persian fleet was destroyed in the Battle of Salamis in 480 B.C., and
its army was destroyed at the Battle of Plataea the next year. Persia was no longer a threat to Greece.

**Peloponnesian War**

The Greek city-states joined an alliance called the Delian League to protect against a future Persian invasion. Athens grew more powerful in this league, and Sparta feared and resented Athens for it. In 431 B.C., war broke out between Athens and Sparta.

The Peloponnesian War lasted 27 years. Because Athens was a naval power and Sparta was a land-based military power, they found it hard at first to fight battles. Athens suffered a plague during the war, and eventually Sparta built up their naval power. Athens surrendered in 404 B.C. and lost its city walls, fleet, and overseas possessions. As new rulers, Spartans supported a more anti-democratic power in Athens.

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**Ancient Greece**

The Greeks were well-known for many accomplishments. For example, the Greeks used the Phoenician alphabet as a basis for their own alphabet. The Greek alphabet was the first alphabet to use both consonants and vowels. Many important people enriched Greek society by contributing to the fields of art, literature, math, science, philosophy, and politics. The lesson below talks about a few of these people in more detail.

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**People of Ancient Greece**
- **Alexander the Great** was one of the most successful military commanders in world history and was known for conquering Ancient Greece and the Persian Empire. His empire spread from Greece to the south into Egypt and the east as far as parts of India. As a result of Alexander's military conquests, Greek culture began to spread around the world. The name for this time is the Hellenistic period, which means "Greek like." The Hellenistic period covers the years between 323 B.C. (the death of Alexander the Great) and 31 B.C. (the suicide of Cleopatra).

- **Aristotle** was an ancient Greek philosopher who studied with Plato and taught Alexander the Great. He is one of the most influential of the ancient Greek philosophers. Aristotle founded a school called the Lyceum. He also wrote many texts that are still studied in modern classrooms.

- **Euclid** was a mathematician, and is considered the father of geometry. Additionally, he developed properties of geometrical objects.

- **Hippocrates** was the "Father of Medicine," he came up with the principles used in the scientific method. He created a set of moral and professional rules for doctors to follow known as the Hippocratic Oath.

- **Plato** was a student of Socrates and is one of the most influential ancient Greek philosophers. He wrote many philosophical dialogues and founded the Academy in Athens where Aristotle studied. He wrote on many philosophical issues, especially politics, ethics, metaphysics (the science that tries to describe the world), and epistemology (the study of the nature, origin, and scope of knowledge).

- **Pythagoras** was a mathematician who discovered the Pythagorean Theorem. The formula for the theorem is \( a^2 + b^2 = c^2 \).

- **Socrates** was a Greek philosopher who taught Plato, he is known mostly through Plato's dialogues. His contribution to philosophy and education is the Socratic Method. This involves a conversation between the student and teacher where the teacher asks questions that the student can answer using reason or deduction. In this way, the student learns new material by applying other knowledge he or she already knows.

- **Thales** was the first known Greek scientist. He predicted a solar eclipse in 585 B.C. He believed that all matter came from water and that the earth floated on water.

- **Thucydides**, an ancient Greek historian, wrote the *History of the Peloponnesian War*, which tells of the 5th century B.C. war between Athens and Sparta. It is a classic and represents the first work of its kind. It includes the famous speech Pericles' Funeral Oration, which is a praise of citizenship and politics.
Greek Mythology

Greek mythology can be described as the body of myths and legends belonging to the ancient Greeks that concern their gods and heroes. The ancient Greek culture was polytheistic, and the Greeks believed the most important gods lived on Mount Olympus. Many of the Greek myths told stories that explain nature and natural events, though some also told of wars and historical events.

According to Greek mythology, some of the first gods were the Earth (Gaia) and the Sky (Uranus), whose marriage produced the twelve Titans. Kronos, one of the main Titans, was the father of some of the original Olympic gods, including Zeus, Poseidon, and Hades. Zeus was believed to be the god of the sky and thunder, and he became leader of the other gods of Mount Olympus. Poseidon was the god of the sea, while Hades was the god of death and the underworld. The Greek gods were immortal but had many characteristics of humans. The Greeks built temples and sculptures of their gods and goddesses.

Greek Literature

The Greeks created many different forms of literature that still exist today. They wrote lyric poetry, which is the poetry most people are familiar with. They also wrote epic poetry, such as The Iliad and The Odyssey. Greek theater included tragedy and comedy, and the actors wore different face masks to represent which character they were playing or what emotions the characters were experiencing.

Aesop's Fables

Aesop, a slave and story-teller in Ancient Greece, is credited for writing a collection of fables known as Aesop's Fables. They are tales that include personified animals and are the source for moral education of children even today. The fables include "The Fox and the Grapes," where the term "sour grapes" comes from, "The Tortoise and the Hare," and "The Boy Who Cried Wolf." They are known throughout the world.
The Iliad

The poet Homer wrote a Greek epic describing the siege of the city of Troy (also called Ilium) in the Trojan War. The story includes Greek gods and goddesses, and it shows heroes both on the side of the Greeks (Agamemnon, Achilles) and the Trojans (Hector, King Priam). The story was passed down orally before being written down.

The Odyssey

Also written by Homer, *The Odyssey* is a Greek epic about the return trip of Odysseus after the Trojan War. It includes Greek gods and goddesses and tells of mythical creatures and lands, like the Sirens, Scylla and Charybdis, and Cyclops. Odysseus is the hero of the story, and he is trying to get home to his son and wife.

Ancient Greece

Greece is made up of many islands and peninsulas. The mainland of Greece is very mountainous and is very difficult to travel over land. Because many of the Greek cities were on or near the sea, the Greeks used sailing as their primary way to travel and to ship goods.

Contributions of Early Greece

- Democracy (government by the people) started in Greece. The Greek government was a form of direct democracy, which means citizens voted on all issues.
- Direct democracy is a government in which people vote to make their own rules and laws.
- Ancient Athenians would gather together in a big meeting called the Assembly. In the Assembly, they would discuss and vote on laws.
- Leaders of ancient Greece were chosen by the people.
- Juries were used in ancient Greece. A jury is a group of people who decide if a criminal is guilty or innocent.
- Mosaics, paintings, and sculptures were displayed on buildings. Many are still there today.
- Today's Olympic Games are based on the sports and games of early Greece.
- The Greek alphabet was the first alphabet to use both consonants and vowels. The Greek alphabet is used today for mathematical and science symbols.
- Ancient Greek architecture has influenced the design of many different buildings, including the U.S. Supreme Court building in Washington, D.C.
The Parthenon is a famous Greek building in Athens. It was built as a temple to honor Athena.

The Parthenon

The Olympics

- The Olympic Games were first held in 776 B.C. in Olympia, Greece.
- They were held every four years in Greece and were a part of a religious festival.
- The games were held to honor Zeus, the king of the Greek gods.
- The city-states would suspend any wars so people could travel safely to Olympia for the games.
- Women were not allowed to participate or watch.
- The winner of an Olympic event won an olive branch.
- Winners were often honored in their home towns and given large amounts of money.
- Games played include boxing, wrestling, chariot racing, and foot races.
Ancient Greece

Question 1.

According to Greek mythology, where did the most important gods live?
A. Sparta
B. Athens
C. Mt. Olympus
D. Crete

Question 2.

The first known democracy came about in Greece about 500 BC when Cleisthenes overthrew Peisistratus. Which of these types of democratic institutions did the Greeks then live under for the next two centuries?
A. representative democracy
B. liberal democracy
C. direct democracy
D. illiberal democracy

Question 3.

The Persian Wars started when Emperor Darius I began an invasion of Greece. What caused Darius to decide to attack Greece?
A. Greek pirates had raided Persia's merchant ships and coastal towns.
B. Greek city-states had supported rebellions in the Persian Empire.
C. Greek armies had attacked and taken over land that belonged to Persia.
D. Greek leaders had declared independence from the Persian Empire.
Question 4.

Which Greek scientist had a geometry theorem named after him and attempted to understand the world through mathematical reasoning?

A. Pythagoras
B. Euclid
C. Archimedes
D. Hippocrates

Question 5.

- was the first known Greek scientist
- believed all matter came from water
- believed the earth floated on water
- believed earthquakes were caused when from waves in the ocean
- formed mathematical theories that became the basis of theorems in geometry
- predicted a solar eclipse in 585 BC
- recognized the value of using the constellation Ursa Minor instead of Ursa Major to navigate

Which of the following ancient Greek philosophers is described in the box above?

A. Socrates
B. Plato
C. Aristotle
D. Thales

Question 6.

What is the name of the Greek poet who wrote *Iliad* and the *Odyssey*?

A. Vyasa
B. Odysseus
C. Homer
D. Valmiki
Question 7.

Ancient Greek literature has influenced modern literature and language. Which of these types of literature was invented by the Ancient Greek writers?

A. prose  
B. tragedy 
C. manga 
D. novellas

Question 8.

What was the main point of education for young boys in Ancient Sparta?

A. to train them to serve in the army 
B. to give them an understanding of history 
C. to ready them for further study in college 
D. to educate them on religious thought

Question 9.

In which way was life in Athens different from life in Sparta?

A. Life in Athens involved more farming, while life in Sparta involved more fishing and sailing. 
B. Life in Athens was focused on education, while life in Sparta was focused on the military. 
C. Life in Athens praised exercise and strength, while life in Sparta praised democratic citizenship. 
D. Life in Athens was influenced by religious thought, while life in Sparta did not allow religion.

Question 10.

The ancient Greeks invented the Olympic games. The first games were held in 776 BC. For a very long time, only men were allowed to compete. The games were held every four years. Different Greek city-states would all participate, so they would stop fighting wars while the games were going on. This meant the states had to cooperate. Today, different countries participate in games, and men and women are both allowed to participate.

How are the Olympics of today different from the ancient Olympics?

A. Countries hold their own Olympic games. 
B. Both men and women can participate. 
C. Fewer athletes are allowed to participate. 
D. The games are held only every 5 years.