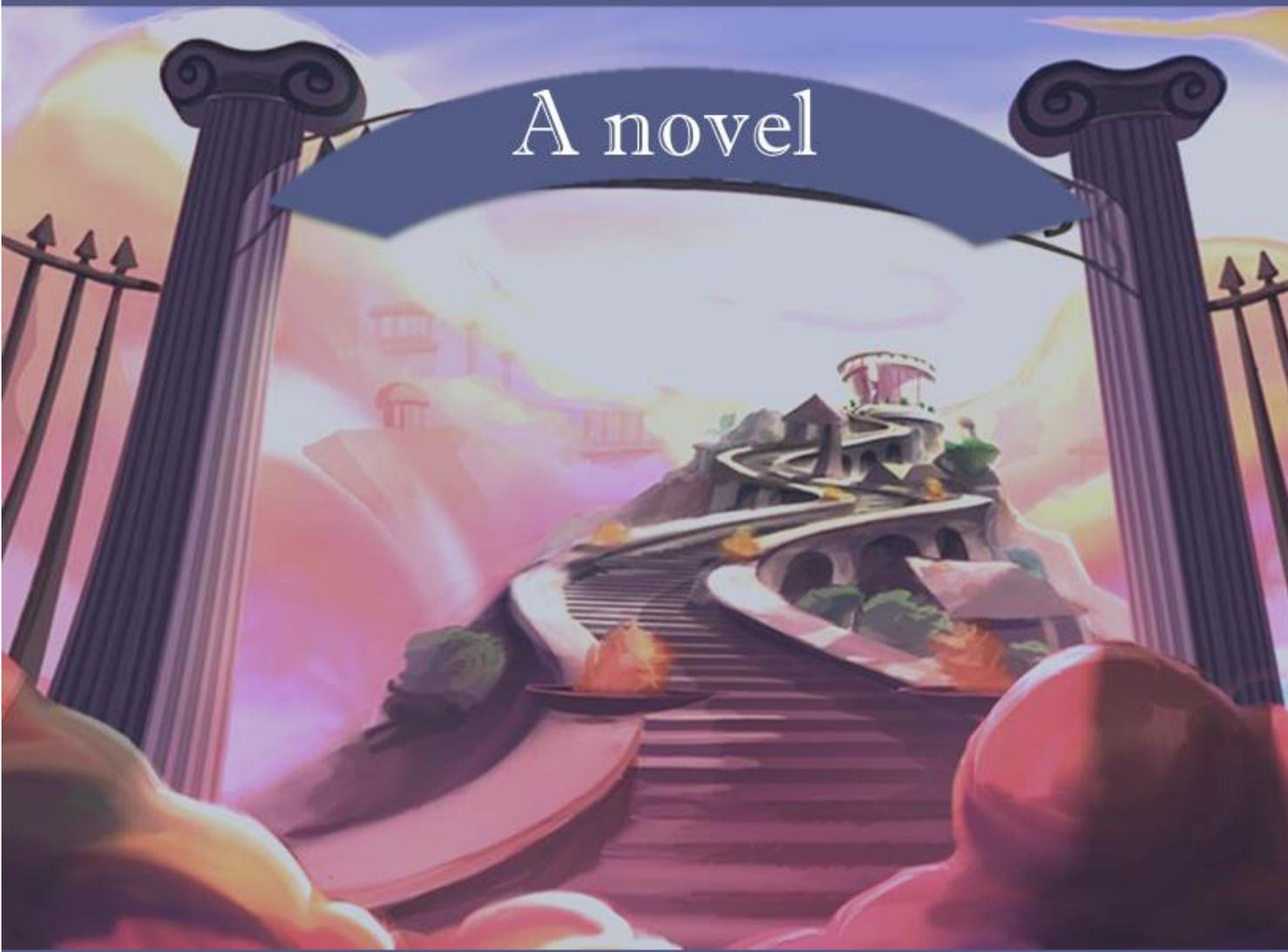


# Fun in Ancient Greece

A novel

A vibrant, stylized illustration of an ancient Greek city. The scene is viewed through a dark blue archway supported by two tall, fluted columns with Ionic capitals. The path leads up a hillside, flanked by a stone wall and a fence with pointed tops. In the distance, there are classical buildings, a circular structure on a hill, and a large, glowing sun or moon in a sky of soft pinks and purples. The overall atmosphere is warm and inviting.

by *Vikram East*

## Can Zeus and friends save the day?

Ms. Hollier's school will be shut down if she doesn't take the third grade back to ancient Greece. She has the students build a flying surfboard that can take them back in time so they can gather the information—and an artifact—they need to save the school. Will the class make the discoveries in time to keep Collie Cosher Elementary open?

*“Fun in Ancient Greece* had me gripping my chair in amazement. This debut is one exciting adventure!”

-Shirkus Reviews

# **Fun in Ancient Greece**

By: Vikram East

# Eastern Potomac Press

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For my lovely family,  
who helped me throughout the writing  
process.

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## Chapter 1

### The Letter

It was Monday morning and a cool autumn breeze was blowing as Ms. Hollier was walking through the front doors of Collie Cosher Elementary School. Her secretary, Ms. Corble, rushed out the door and handed her a letter.

“I’m terribly sorry!” she said. Ms. Hollier read:

Department of International Travel

Dear Ms. Hollier,

It is our decision that your school will be shut down if you do not take third grade on a field trip back to Ancient Greece. They must submit a report on their discoveries.

They must bring back an artifact, such as a coin, or your school will be shut down!

Best wishes, Jhon Olst

After Ms. Hollier had read the letter, she stared at it dumbfounded.

## Chapter 2

### An announcement

*Attention third graders, came Ms. Hollier's voice over the P.A. I have an exciting announcement. You will use your science skills to build a time machine so you can take a field trip to Ancient Greece!*

A buzz of excitement filled the classroom. But it was stopped suddenly with the arrival of Ms. Hollier herself and Mr. Petri, the science teacher.

“Vell I am ready to start!” exclaimed the science teacher.  
“Vhat shall ve build?”

Soon the students were calling out ideas for the time machine.

“A coffee maker!” shouted Susan.

“A flying surfboard!” said Michael.

“A broomstick!” said Hilda.

“Anything, just not a school bus!” said Billy.

“This assignment is redonkulous,” moaned Angelina.

“Let’s have a vote,” said Kent.

The results were:

\*\* 25 kids in class \*\*

Flying Surfboard	10
Broomstick	8
Coffee maker	7

“This is soooooo fun!” said Michael, who was building a propeller for the surfboard. Other students were busily working on a large piece of foam and coating it with fiberglass. Another group was developing a clock-calendar, called a “Clockalendar” with a special spring.

“Zis is ze secret that will hopefully take us to the proper time and place,” said Mr. Petri.

“Hopefully?” asked the students, no longer sure it was so fun.

Only Angelina refused to help. Instead she jotted notes in her diary.

## Chapter 4

### History class

“What do you want to see when you’re in Greece?” asked Mr. Borst, the history teacher.

“The Parthenon!”

“The statue of Zeus!”

“The statue of Athena holding Nike, the goddess of Victory!”

“In other words, we’ll take a look at the architecture and do some research into the gods and goddesses,” said Mr. Borst.

“What else?”

Only Angelina raised her hand. “Mr. Borst, I would also like to study daily life, geography, and government for my diary. I want to know how they impact our life today.”

“Sounds like a plan,” said Mr. Borst.

## Chapter 5

### New clothes for all

Soon the surfboard was done and the *clockalender* was attached. In homeroom they each got a permission slip for their parents to sign.

----PERMISSION SLIP----

I, \_\_\_\_\_ give permission for my  
child, \_\_\_\_\_ to go to Ancient Greece.

Sign here, \_\_\_\_\_

---

Age: 9  
School: Collie Cosher E.S.  
Principle: Ms.Hollier  
Grade:3

When everybody returned the next day with permission, they got on the surfboard with Ms. Hollier. “Ready third

graders?” she asked, and spun the propeller counter-clockwise.

The clockalendar spring went *SPROING-OING-OING* and everything around them became shiny and dazzling white. They heard a loud *ra-ra-ra-ra-ra-ra-ra-ra-ra-ra* sound and felt weightless.

When the light returned to normal and the sound stopped the students saw each other dressed in the clothes of Ancient Greece. They wore short white tunics called *chitons*. They were loose and made of cotton. Ms. Hollier, as a woman, wore a full-length *peplos* with many folds and pinned at both shoulders. Mr. Borst and Mr. Petri also had a large wrap, but theirs were draped low with the chest showing, to keep them cool.

All of them wore sandals made of leather.

“It’s amazing!” said Michael. “Here we are in the middle of the Mediterranean Sea!”

“Whoo-wee, it’s hot!” said Kent.

“Good thing Greece is made up of many islands and a peninsula,” said Angelina. “The sea breeze helps to cool it a little.”

## Chapter 6

### The arrival of Poseidon

The sea around them began to stir and they watched as a beautiful chariot, pulled by two horses, rose up out of the water.

“Poseidon,” said Susan. “The god of the sea!”

“Pleasure to meet you, my dear,” the god said. He carried a trident, a three-pronged spear. He turned to Ms. Hollier

and asked, “Can I give your class a tour of the Mediterranean?”

“Be my guest.”

“Let’s get started. Over there, in the choppy water is where my troops are battling Oceanus, the titan god of the outer seas. And that turquoise patch there is where my palace is located.” He guided them past his underwater home towards the Greece’s rocky coastline.

When they reached land and took off their sandals, they felt the stones, hot in the sun. “Wow!” they all said, taken aback at the beauty of the beach.

“Well,” said Poseidon. “I have to leave you here and return to my troops. But I will leave you in the company of my fellow god, Hermes. I do not think your surfboard will be of much use to you on land.”

Angelina said, jabbing her pen in the air, “I know Hermes! He’s the god of traveling and the messenger of all the gods.”

Hermes arrived with a pair of winged sandals for all the students, and they took off for the Parthenon.

## Chapter 7

“Parthenon, here we come!”

“This is amazing,” said Susan.

“It should be,” said Mr. Borst. “It’s a temple built on these high rocks, called *Acropolis*, where all the citizens of Athens come and pray to their patron goddess, Athena.”

Mr. Borst told them about the architecture, including the three types of columns: Corinthian, Doric, and Ionic. “You will see many similar designs on the buildings in Washington, DC.”

“Especially the Lincoln Memorial,” said Angelina.

“And the treaty room at the state department” said Hilda. “I went there for take-your-child-to-work-day.

They looked out over the city from the heights of the Acropolis. “How many people live here?” asked Kent.

“According to my research, about 250,000 people lived in Athens and the surrounding area,” said Hilda. “Look at all those tiled roofs and white walls.”

“I have to leave you now,” said Hermes, “but I have a question. Do you or do you not want to visit Mount Olympus?” asked Hermes.

“Yes!” shouted the whole entire class.

## Chapter 8

### A meeting with the gods

“Introducing-Zeus, Hera, Athena, Ares, Dionysus, Hephaestus, Aphrodite, Apollo, Demeter, Artemis aaaand Hades!

“WOW!” was all they could say.

“I’m so glad you could make it,” said Hera.

“Did you know the rules and laws in Athens are made by free **MEN?**” asked Athena. “Not Women. And not slaves. Only free men.”

“No,” said Susan.

“It’s true,” said Dionysus. “A major contribution from our society is **DEMOCRACY**, in which the citizens elect their leaders. But the democracy in your society allows more people, including women, to make those decisions.”

“Last but not least,” said Zeus, “Our society has contributed to your art, ideas and politics. Our great philosophers Socrates and Plato have inspired many minds. And our playwrights Euripides and Archimedes brought tragedy to the theater. Finally our great statesman Pericles serves as a model for leadership in modern times.”

“Do you have any questions for us?” asked Artemis.

Ms. Hollier stepped up and said, “Pardon me. But we must return with an artifact. And we don’t want to take anything without asking.”

“Say no more!” ordered Zeus. He reached up grandly and said, “Behold! The silver Drachma of Aegienia.”

All the children, except Angelina, gathered around to observe the coin in Ms. Hollier’s hand. It was engraved with a tortoise, dolphin, and the Greek letters indicating the city it came from. Angelina, meanwhile, was scribbling furiously in her diary.

“Thank you, Zeus,” they said in unison.

“It is we who should thank you,” said Zeus. “In the name of the gods, Thank you! And safe journey!”

The class got on the flying surfboard, reset the Clockalendar and spun it clockwise. Then they waved goodbye. In a flash, they were back at school.

## Chapter 9

### A Visit from Jhon Olst

All the third graders at Collie Cosher Elementary School gathered in the gym. Ms. Hollier, Mr. Petri, and Mr. Borst stood on stage and welcomed Jhon Olst.

“Welcome back to 2017!” boomed the voice of Jhon Olst. “I have read your reports and seen the coin. They are

AMAZING! You have proved to me that Ms. Hollier has a great school, any questions?”

“Yes!” shouted Billy. “Who wrote the best report?”

“That is easy,” said Mr. Olst. Then he looked down at his paper. “A student named Angelina. Is she here today?”

“I am here, Mr. Olst,” said Angelina.

“Then please stand up for a round of applause!”

Angelina stood, and smiled as the third grad clapped for her and the notes she had collected during their journey. Finally, her hard work had paid off! She had saved the school!

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**THE END**

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