

Ancient Greece
Social Studies 7 Unit Plan
SSED 314- December 10th, 2004

**How does the civilization of Ancient Greece
continue to influence us today?**

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How Does the Civilization of Ancient Greece Continue to Influence Us Today?

Ancient Greece Unit- Grade 7 Social Studies

Rationale:

This grade 7 Social Studies unit is designed to follow a unit on Ancient Egypt and other units on Ancient civilizations. Students should already have a basic understanding of the concept of what a civilization is and how one develops. Ideally a unit on Ancient Rome should follow this unit.

Students undoubtedly know that the Modern Olympic Games has its beginnings in Ancient Greece, especially since the most recent Summer Olympics took place in Athens once again. What they may not know, however, is that many other important concepts and innovations were developed during Greece's Classical Era that we continue to use today. It is important for students to realize that History is not dead, and without our foundations in the past, we would not be where we are today in terms of technology, language and politics. Students will build on their understanding of what a civilization is and how a civilization develops.

Students will be asked to gather information using a variety of print and non-print, primary and secondary sources. The cumulative Greek festival presentation will enable students to focus on the topic which most interests them and will require students to creatively research and present this aspect of Greek culture and explain how it ties to our own society in Canada today.

Through this unit on Ancient Greece, students will examine how geography affects settlement, how civilizations met and continue to meet their needs and the foundations of the democracy we enjoy in Canada today. This unit will make connections between the ancient Greek festival of the Olympics to the modern games, and will explore how civilizations represent themselves as well as their beliefs. Students will also understand how they are still connected to this Ancient Greek past, regardless of their own ethnic background.

Unit Goals:

Students will study:

1. how geography affects the development of civilizations
2. the comparison of daily life in Athens and Sparta
3. the foundations of democracy
4. Ancient Greek cultural expressions through art, architecture & mythology
5. the creation of the Olympic games
6. the innovations made during Classical Greece times that we still utilize today

Students will learn to:

1. interpret & use maps
2. evaluate & understand primary and secondary source documents- both print and non-print
3. construct and present persuasive arguments
4. research and evaluate significant developments of Ancient Greece.

The following is a list of the specific Grade 7 Social Studies IRP Prescribed Learning Outcomes focused on in this unit.

Prescribed Learning Outcomes:

Concepts:

1. demonstrate understanding of the concept of civilization
2. demonstrate understanding of the contributions of Ancient Greece to science and technology
3. evaluate the impact of human-induced changes on communities
4. assess ways technological innovations enabled ancient peoples to modify their environments, and satisfy their needs
5. assess how settlement patterns, economies and occupations of ancient Greeks were influenced by their physical environments
6. describe ways cultures have sought to preserve identity

Skills:

1. collectively brainstorm their knowledge of Ancient Greece
2. interpret maps of the Greek empire
3. effectively develop their research skills
4. gather and record a body of information from primary archaeological and historical evidence and secondary print sources
5. defend a position by considering competing reasons from various perspectives
6. identify connections between current cultures and ancient cultures
7. develop writing skills
8. express their ideas using a Venn diagram
9. use various media to gather information
10. generate and justify interpretations drawn from primary and secondary sources

Ancient Greece Unit: Lesson Outlines

How did Greece's geographic location affect its development as a civilization?

Lesson One: An introduction to Ancient Greece and its Geography
(60 minutes – 1.5 blocks)

Lesson Objectives:

Students Will:

1. demonstrate understanding of the concept of civilization
2. compare modern Greek society to its ancient foundations
3. collectively brainstorm their knowledge of ancient Greece
4. interpret maps of the Greek empire
5. assess how settlement patterns, economies and occupations of ancient Greeks were influence by their physical environments

Lesson Body:**Hook: 5 minutes**

Teacher will bring in a variety of items related to the Greece theme. These items will include a Greek Flag, a plate of pita and tzatziki (cucumber & yoghurt dip)- [the students may sample the pita & tzatziki later], and Greek Coins. The teacher will put a picture of the Parthenon (A) on the overhead. The students will be asked to identify the items and a volunteer will be asked to locate Greece on a map of the world

Introduction: 15 minutes

The teacher will explain that these items are all related to the new theme of Greece, though civilization we will be studying existed long before these coins, Flag and map existed. The discussion of modern Greece should lead well into the topic of ancient Greece, because students may have some background knowledge of myths etc. This is the civilization that built the Parthenon in the photo. As a class, the students will then brainstorm all they know about Greece and create a KWL chart. The wonder and learn categories may be added to during the Unit: during and once at the end in preparation for their presentations.

Read: 25 minutes

As a class, volunteers will read aloud from the text, Outlook 7: Ancient Worlds pp.152-54. Individually answer the questions 1,2 & 4 on p. 154 under “Try This” (listed below)

1. What features of the physical environment of Greece were advantages and which were drawbacks?
2. What occupations would you expect to find among people who relied on the sea as much as the Ancient Greeks did?
4. How did the physical environment contribute to the development of city-states?

Introduce Final Unit Assessment: (10 minutes)

Explain the final assessment for this assignment will be a 10 minute group presentation, in the form of an Ancient Greek Festival. Students will choose which aspect of Greece interests them most. To save on paper at this point, students will only pre-view their topic choices on an overhead. Closer to the end of the unit, students will receive a copy of the assignment and rubric. Answer questions on format etc. Questions on specific topics should be saved for later discussion.

Closure: 5 minutes

Review the location of Greece on the map. How was the development of civilization in Greece shaped by its location and climate? How would Greece’s isolated sea location have been an advantage? How would it have been a disadvantage?

Why do we talk about Ancient Greece as one civilization when it was really a collection of mini-countries?

Lesson Two: City States with Common Customs

Part A: Sparta (40 minutes)

Lesson Objectives:

The students will:

1. compare different concepts of membership and citizenship in ancient Greece
2. compare ways in which ancient governments acquired and used power and authority
3. generate and justify interpretations drawn from secondary sources
4. defend their position on whether Athens or Sparta was the superior city-state in which to live
5. compare how Athenians and Spartans met common needs
6. describe daily life, work, family structures, and gender roles in ancient Greece

Hook & Introduction: (5 minutes)

On the overhead there will be an image of the Spartan males. As a class, we will compare their style of dress & features in the pictures. This will introduce the comparison between life in Athens and life in Sparta.

Lesson Body: (30 minutes)

The students will be given a poem, "Spartan Soldier", about the Spartan way of life, written circa 630 BC. As a class, students will volunteer to read the poem aloud. After reading the poem, students will use the graphic organizer to create a T-chart comparing life in Sparta to life in Athens. This will serve as the planner when creating their advertisements (see assessment in part 2). In pairs, students will work to complete the Sparta column from their interpretations of the poem, and from the overhead image of the Spartans. For more information on life in Sparta, students may refer to their textbooks Outlook 7: Ancient Worlds pp. 156 & 159. The Athens part will be completed in Lesson 2B.

Closure: (5 minutes)

What was life like in the city-state of Sparta? How is it different than you had imagined? What would have been the best part about growing up in Sparta? What would you have not liked about living in Sparta?

Why do we talk about Ancient Greece as one civilization when it was really just a collection of mini-countries?

Lesson Two: City States with Common Customs

Part B: Athens (40 minutes)

Lesson Objectives:

The students will:

1. compare different concepts of membership and citizenship in ancient Greece
2. compare ways in which ancient governments acquired and used power and authority

3. generate and justify interpretations drawn from secondary sources
4. defend their position on whether Athens or Sparta was the superior city-state in which to live
5. compare how Athenians and Spartans met common needs
6. describe daily life, work, family structures, and gender roles in ancient Greece

Hook & Introduction: (4minutes)

On the overhead there will be an image of the Athenian males. As a class, we will compare their style of dress & features in the pictures. This will continue the comparison between life in Athens and life in Sparta. How do the men resemble the Spartans? How are they different?

Lesson Body: (12 minutes)

Individually, students will read p.157 and the section on Women's rights p.159 in Outlook 7: Ancient Worlds. As they read they should be taking notes to add to their Athens column on their T-charts. When they have completed their T-charts, they will decide where they would rather have lived in Ancient Greece: Sparta or Athens.

Advertisements: (20 minutes) See attached Assignment Sheet & Rubric

On 11"x17" students will create advertisements for their city-state of choice. Students will use the information gathered on their T-Chart to create an advertisement for the city-state they would have rather lived in.

Closure: (4 minutes)

Students will be asked about their stance on whether they would rather have been an Athenian or Spartan. Ask the class to alternately raise their hands if they had chosen to make their advertisement on Athens, or if they had chosen Sparta as the place they'd rather live. Discuss what factors they based their decisions on.

Assessment: See attached rubric

Checking for understanding about how well they have presented their advertisement for the best Ancient City State. Students will be asked to hand in their t-charts with their final copy of the advertisement to see the connections made from the texts to their ads.

How effective is democracy? How has democracy developed since its foundations in Ancient Greece?

Lesson Three: The Beginnings of Democracy

80 minutes (double block)

Lesson Objectives:

The students will:

1. compare different concepts of membership and citizenship in ancient Greece
2. compare ways in which ancient governments acquired and used power and authority
3. outline the evolution and purpose of laws, rules and government
4. describe how ancient systems of laws and government have contributed to current Canadian political and legal systems
5. demonstrate appropriate group working skills

Hook & Introduction: (8 minutes)

Think-Pair-Share

On board, write: δημοκρατία. In English, below it write “Democracy”. Without talking, have the students take a moment to *think* about what democracy means to them. Have students write 3-5 sentences about what the meaning of democracy. When they have finished writing, have them *pair* up with the person next to them and share what democracy means to them. With their partner, they should come to a consensus on the meaning of democracy, by combining their ideas. Volunteer pairs will be asked to *share* their definitions of democracy.

Lesson Body:

Explanation: (10 minutes)

Students will be divided into two groups to determine whether or not democracy is the best problem solving method for government. Both groups will be given the same problem and will be asked to find a solution. Group A will have a leader randomly appointed by the teacher. This leader will ultimately make the final decision for the problem, though students in Group A may try to sway the leader’s opinion one-way or the other. Group B will be a democracy and will have to come to a unanimous decision for the problem- all students in Group B must agree on the decision. During the role-play, the teacher will circulate to make sure that students are working together, are in their appropriate roles and to clarify any problems, if necessary. Divide the class.

Discussion and Decision Making: (25 minutes)

When students are settled into their groups, write the problem on the board.

The Problem: This school should have a dress code. Why or why not? Justify.

Debrief: How effective is democracy? (7 minutes)

Ask the students: “Do you think that democracy is always the most efficient form of decision making?”

Response: (20 minutes)

The students will be asked to assess whether or not democracy is always the most efficient form of decision-making based on this simulation. The students will justify their answer in a one-page response that demonstrates their knowledge of democracy and relate it to the decision making process.

Assessment:

The students will be assessed on their justification and evidence for their choice as to whether democracy is the most effective decision making process or not. They should incorporate their experience in the role play and may bring in outside examples from what they know about how democracy functions in the Canadian government, and in other areas of their life, such as school, clubs, family etc.

Closure: (10 minutes)

Students will read about the foundations of democracy in their textbook, Outlook 7: Ancient Worlds, pp.161, 164-65. How old should you have to be to vote in Canada? Do you think it is possible to have too much democracy?

How did the Ancient Greeks explain the world around them?

Lesson Four: Greek Mythology- What is a Myth?

80 minutes (double block)

Lesson Objectives:

The students will:

1. describe myth as a way Ancient Greeks sought to preserve identity
2. compare ancient and modern communications media- storytelling/carrying on messages/traditions
3. gather and record a body of information from primary archaeological and historical evidence and secondary print, non-print, and electronic sources
4. generate and justify interpretations drawn from secondary sources

Introduction: (10 minutes)

Ask the class to define what a “Myth” is. Have they read any Greek myths before? Do they know of any of the Ancient Greek gods/goddesses? Ex. Zeus, Hera, Athena, Demeter, Hades, Poseidon etc. "Also ask the students, "Why were myths so important to the Ancient Greeks?" I would listen to some of the students' suggestions prior to introducing The Fall of Icarus.

Lesson Body: (15 minutes)

Read the myth “Daedalus” to the class. Ask the class, “What makes this story a myth, and not just a story?” and “What is the message behind this myth?” Teacher will explain that a myth is meant to teach a lesson. In this case, Icarus should have listened to his father; if he had done so, he would not have drowned.

Explain that many other myths feature the gods and goddesses of Mt. Olympus, like Zeus and Hera, Poseidon, Athena, Hades, Ares etc. These myths tend to explain phenomena in the world. For example, “Persephone” explains why there are seasons. Briefly describe what happens in Persephone (can use information from Hutton, Warwick. (1994). *Persephone*. New York: Margaret K. McElderry Books.)

Group work: (40 minutes)

In groups of 4, students will be given either the myth of “Prometheus and the Gift of Fire” Outlook 7: Ancient Worlds, pp.162-63 or “Arachne” (handout) to read aloud together. Each student should take a turn reading. In these groups, the students will decide what the myth is about & what its cultural significance is. What does the myth attempt to explain? Also, what does it tell us about the Greeks who would have recited and believed in this myth?

Next, in groups, on chart paper, students will write a brief myth to explain a significant event, punishment from the Gods or creation story. Ex. Why does it snow? What is the punishment for bullying? Etc.

Students may refer to a variety of sources to see a list of the gods’ responsibilities to incorporate into their myths. Greek News pp. 20-21, The Gods and Goddesses of Mt. Olympus, pp.18-44 and chart list on overhead.

Presentations: (10 minutes)

Students will read their myth to the class & explain its significance. How does it follow the Greek model of myth telling? How did you decide which significant event you would use as your theme? Be able to defend the significance of the event, with evidence. (How is it significant? Who decides what is significant?)

Assessment:

When checking for understanding, see that the students have chosen a significant event or theme for their myth. It is also important that students worked cooperatively in groups to create their myths. Did they help each other? Brainstorm together? Or did one student takeover?

Closure: (5 minutes)

How do we share information today? In what ways are myths still used today to explain significant events? What kinds of stories are passed on through modern forms of media? Have the themes changed or stayed the same? Create a t-chart

How did the Ancient Greeks represent the world around them?

Lesson Five: Art & Architecture

80 minutes (double block)

Lesson Objectives:

The students will:

1. evaluate how ancient cultures were influenced by their environment
2. use various media to gather information
3. describe ways cultures have sought to preserve identity
4. generate and justify interpretations drawn from primary and secondary sources

Introduction: (10 minutes)

Using power point, present a slide show of Ancient Greek art and architecture. Show pictures of modern buildings inspired by Greek architecture, through use of columns etc. Ex. The British Museum (see page 169 textbook, Outlook 7: Ancient Worlds). Towards the end of the Power point teacher will show the two main types of vase painting styles: Red Figure & Black Figure. (Pictures used on Power Point are from Google images) give students Handout: In the Workshop

Lesson Body: (10 minutes)

Students will examine pictures of Red figure and black figure vases and analyze what kinds of events were represented on these vases. They will see that these were generally pictures of important events, wars, and representations of myths.

Creating Vases to Represent Important Events: (40 minutes)

Imitating the black figure or red figure style, students will create poster-sized 2D vases and paint them. Students will chose an important world event or even in their own lives and will represent it on the vase. (This may relate back to the introduction to history Unit from the beginning of the year, when they created personal timelines.) Students may choose to utilize any of the vase shapes they have seen that were made by the Greeks as inspiration; Amphora, Lekythos, Olinochoe, Hydria, Krater, Stamnos, Psycter etc. (see handout) or a traditional, more simple vase shape if they wish.

Draw the vase shape & then add their design to it. Using pastels, students will colour their figures with either a black or red/orange pastel. For a black figure painting, they will use a black pastel and wash the vase with a red water-based paint. For a red figure vase, students will draw their figure with a red pastel and paint with a black wash.

Explanation: (15 minutes)

Students will write a short paragraph for their vase explaining the significance of what is on their vase as well as the significance of its shape. (Will it be a decorative piece or would it be used for storage, transporting liquids etc?) This paragraph will accompany the vase when it is hung on the wall as an Ancient Greek Art Exhibit. It must briefly explain the technique (whether red or black figure) and must elaborate on the event depicted. Why is this even significant enough to be represented on a vase? Why did they choose that particular shape for their vase? Explain.

Closure: (5 minutes)

Do Canadians usually paint to capture a moment in time? How do we preserve our memories and identities today? What are the benefits of preserving history through Art?

How did the Ancient Greeks celebrate the world around them? How have these celebrations inspired us to be physically fit?

Cross-curricular link to Phys ed.- Mini Olympics competition

Lesson Six: Religious festivals (The Olympics)

40 minutes

Lesson Objectives:

The students will:

1. identify connections between current cultures and ancient cultures
2. develop writing skills
3. express their ideas using a Venn diagram

Hook & Introduction: (5 minutes)

The teacher will bring in a discus to pass around the class. Students will discuss what a discus is and what it is used for? Do any students in the class participate on the track and field team? Have any of them thrown a discus before? Explain that the discus event originated in ancient Greece. Get a show of hands of everyone who has taken part on a team or competed in some sort of sport.

Lesson Body: (15 minutes)

Get a show of hands of those who have watched the Olympics on TV before. Brainstorm. What do they notice about the Olympics today? Who participates? Where do the events take place? How frequently are they held? What events do the athletes compete in? How do athletes dress? Other points of comparison raised by the students. Write what students know about the Olympics on the board.

Now individually, students will read handout "Olympic Games Spoiled" pp.16-17 from The Greek News. Students will complete the Venn diagram they have been given as a comparison between the ancient Olympic games and the Modern Olympics.

Students may also refer to their textbook Outlook 7: Ancient Worlds, p.158 for additional information.

Write: (15 minutes)

Students will write on the following topic: The Ancient Olympic Games were more physically demanding than the Modern Olympic games. You may agree or disagree, but you must justify your opinion. Students will compare the Ancient Olympic Games and the Modern Olympic games. Students will write a one-page comparison between the Olympics today and the Olympic games originating in Ancient Greece. Students must make at least three points of comparison and use evidence to support their comparisons.

Assessment:

Checking for understanding about how much the Olympic games have changed in 2000, but also how similar they still are. Students will be assessed on their evidence to support the comparisons made as well as the accuracy of their comparisons. Students must take a stance and justify their position.

Closure:

Today, all over the world, viewers tune in to watch their nation be represented by a diverse group of athletes. How have the Ancient Olympic games served as an inspiration to those participating today? How have they inspired the viewers watching from the stands and from in front of their TV sets?

Cross-curricular connection:

Hold a mini-Olympics competition with the students during their P.E. block. Students will participate in similar sports to those competed in during Ancient times. These sports may include Discus, Shot put/soft ball throw to replace javelin, long jump, sprints & a long distance run, wrestling can be substituted with arm wrestling or thumb wars.

What was the Greek's greatest contribution to science and knowledge?

Lesson Seven: Science & Philosophy

Part A: 80 minutes

Lesson Objectives:

The students will:

1. demonstrate understanding of the contributions of ancient cultures to science and technology
2. evaluate the impact of human-induced changes on communities
3. assess ways technological innovations enabled ancient peoples to modify their environments, and satisfy their needs
4. gather and record a body of information from primary archaeological and historical evidence and secondary print sources
5. effectively develop their research skills
6. defend a position by considering competing reasons from various perspectives

Hook & Introduction: (5 minutes)

List the following 10 items on the board: alphabet, parchment paper (superior to papyrus because it could be folded & written on both sides), library, coined money, trial by jury, democracy, sculpture, theatre, the Olympics, scientific medicine. Ask the students, in their notebooks to rank the ten items from most important down to least important. When they are done ranking the advancements. Explain to the students that all of these 10 things were innovations of the Ancient Greeks and continue to be used today all over the world.

Lesson Body: (15 minutes)

As a class, read: "How to Give a Persuasive Speech," from the textbook, Outlook 7: Ancient Worlds. Also give handout "Techniques of Persuasion" and read it over as a class. Discuss techniques of persuasion. When would you use one technique over another? Explain to the class that they will be writing persuasive paragraphs, rather than persuasive speeches, on the most influential contribution from Ancient Greece. What methods of Persuasion might they chose to use?

This will be a library research period to gather information about their innovation both from the Internet and books.

List of Classroom books with contributions: Outlook 7: Ancient Worlds (democracy, Olympics, scientific medicine, trial by jury, alphabet) Other Places Other Times (alphabet, democracy)

Library Period: (30 minutes)

Discuss with the class effective ways of researching: keywords, search engines, relevant & reliable sources. How do they narrow their search beyond "democracy" to be more effective? What books do they start with? Etc. Take notes on the innovation, but in point form & with as few words as possible. Explain to the students how important it is to chunk the information into small bits for clarity later when writing their persuasive speeches. Students will research their choice for the most significant innovation made by the Greeks.

Write: (25 minutes)

Students will begin writing their persuasive paragraphs when they have finished gathering their information. Their persuasive paragraph will be written about what the most significant innovation made by the Greeks. They will complete a rough draft and edit it. Their persuasive paragraph should contain at least one of the methods of persuasion discussed last class. Have students refer back to this handout as they write.

Closure: (5 minutes)

In your opinion, which is least important advancement made by the Ancient Greeks from the list of 10? Justify your opinion. Is there a general consensus for the least important? Or is there a diverse selection of answers?

Assessment:

Students will be assessed based their effective use of class time when researching and based on the content of their notes; is it in their own words? Have students hand in their notes to check them over at the end of the period and have students put thoughts into their own words.

What was the Greek's greatest contribution to science and knowledge?

Lesson Seven: Science & Philosophy

Part B: 40 minutes

Lesson Objectives:

The students will:

1. demonstrate understanding of the contributions of ancient cultures to science and technology
2. evaluate the impact of human-induced changes on communities
3. assess ways technological innovations enabled ancient peoples to modify their environments, and satisfy their needs
4. gather and record a body of information from primary archaeological and historical evidence and secondary print sources
5. effectively develop their research skills
6. defend a position by considering competing reasons from various perspectives

Introduction: (5 minutes)

This period is a continuation of research for those students not done. For those ready to begin writing, they may do so.

Lesson Body:

Speeches: (30 minutes)

Students will share their persuasive speeches and try to convince the class that their innovation is the most significant.

Assessment:

Speeches will be assessed for critical thinking in the judging their innovation as the most significant. This will require evidence and support. Furthermore, have the students used the technique of persuasive writing?

Closure: (5 minutes)

How effectively was the time used during the research period? How could it have been made more effective? What was the most challenging part of the process? What did they enjoy about this process?

What was the Greek's greatest contribution to science and knowledge?

Lesson Seven: Science & Philosophy

Part C: 40 minutes

Lesson Objectives:

The students will:

1. demonstrate understanding of the contributions of ancient cultures to science and technology
2. evaluate the impact of human-induced changes on communities
3. assess ways technological innovations enabled ancient peoples to modify their environments, and satisfy their needs
4. defend a position by considering competing reasons from various perspectives

Introduction: (2 minutes)

Students will continue to share their persuasive speeches. Was there a common theme last day? Any surprises about the innovations made? Surprises about their uses today? How much/ little they have changed?

Lesson Body:**Speeches: (28 minutes)**

Students will continue to share their persuasive speeches and try to convince the class that their innovation is the most significant. At the end of the presentations, the students will reconsider their top ten list of Ancient Greek innovations in science and knowledge.

Closure: (5 minutes)

After having listened to all the speeches, have you been convinced to change the order of significance you placed on the advancements made by the Ancient Greeks? Rewrite your Top Ten list of Greek innovations, from the ten choices: alphabet, parchment paper (superior to papyrus because it could be folded & written on both sides), library, coined money, trial by jury, democracy, sculpture, theatre, the Olympics, scientific medicine. What changes have you made? Which innovation(s) gained significance to you? Why? Which innovation(s) fell on your list? Why? How are your criteria different now when we began? Do you know of any innovations that the Greeks made that *should have been* on the Top Ten List?

Check for Understanding:

Students should be able to articulate how and why their criteria for the most significant advancements have changed. Their speeches should have been persuasive and well planned. Speeches will be assessed for critical thinking in the judging their innovation as the most significant. This will require evidence and support.

Final Assessment: (5 minutes)

Reintroduce final assessment. Distribute explanation sheet & rubric. Explain that the next 2 classes (each being 40 minute blocks) will be library and work periods. Students will be able to use that time to research their topic and ask questions with regards to workload and format.

Lessons Eight: Final Assessment Work period

Part A

40 minutes

Lesson Objectives:

The students will:

1. effectively develop their research skills
2. use various media to gather information
3. demonstrate understanding of the contributions of Ancient Greece to Canada today

Introduction: (5 minutes)

Students will have time to form groups and begin researching and brainstorming project/presentation ideas. This is also an appropriate time to check for further questions. Address expectations for work periods. What does cooperative group work look like? How do we show respect in the library?

Lesson Body: (30 minutes)

Students will be taken to the library for a work period. They can research individually, if they wish, or in their groups, cooperatively.

Closure: (5 minutes)

Are students having any difficulties with their research? If so, what kinds of difficulties? What have they found interesting about their research?

Assessment:

Circulate throughout the room to be sure that all group members are participating and that all students are on task. Remind students that they will be assessed based on their ability to work together cooperatively. Also see attached rubric.

Lessons Eight: Final Assessment Work period

Part B

40 minutes

Lesson Objectives:

The students will:

4. effectively develop their research skills
5. use various media to gather information
6. demonstrate understanding of the contributions of Ancient Greece to Canada today

Introduction: (5 minutes)

Students will have time to form groups and begin researching and brainstorming project/presentation ideas. This is also an appropriate time to check for further questions.

Lesson Body: (30 minutes)

Students will be taken to the library for a work period. They can research individually, if they wish, or in their groups, cooperatively.

Closure: (5 minutes)

Are students having any difficulties with their research? If so, what kinds of difficulties? What have they found interesting about their research?

Assessment:

Circulate throughout the room to be sure that all group members are participating and that all students are on task. Remind students that they will be assessed based on their ability to work together cooperatively. Students must be ready to present next class. Also see attached rubric.

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Resource Package

Lesson One: An Introduction to Ancient Greece & its Geography

Resources:

1. Picture of the Parthenon:

Found at www.images.google.com

Keyword search: Parthenon

<http://hem.passagen.se/religion/bild.html>

Colour picture of Parthenon blown up on an overhead.

2. Know Wonder Learn chart:

Students create their own.

3. Toutant, Arnold & Doyle, Susan. 2000. Outlook 7: Ancient Worlds Canada: Oxford University Press. pp.152-54:

These pages serve as an introduction to Ancient Greece. They include maps of the region (one of Greece's location within Europe and a map of Greek city-states). This section locates Ancient Greece as a "Land of the Sea" and introduces the concept of city-states. Finally, it introduces the sea-faring colonies and trading.

4. "Try This" Questions 1,2 & 4. Outlook 7: Ancient Worlds p.154:

5. What features of the physical environment of Greece were advantages and which were drawbacks?
6. What occupations would you expect to find among people who relied on the sea as much as the Ancient Greeks did?
5. How did the physical environment contribute to the development of city-states?

5. Overhead of Final Unit Assignment & rubric

See attached.

Ancient Greece Final Assessment

Ancient Greece Festival ΑΡΧΑΙΟΣ ΕΛΛΗΝΙΚΟΣ ΓΙΟΡΤΗ

We are going to create a Greek festival to share our knowledge of Ancient Greece. In groups of 4 you will choose one aspect of Ancient Greek culture that we have learned about to expand upon and present. The presentations should be 10 minutes in length, and no longer than 15 minutes.

Each presentation will be evaluated on its content and on its creativity. As experts on Ancient Greece, you are expected to have a thorough understanding of your topic and to use materials that add to the understanding of your topic such as posters, pictures and costumes. Each group will also be evaluated on its ability to work together cooperatively. Be sure to use accurate and reliable sources, as you will also be required to supply a bibliography of all your sources used.

Topics: (No more than 2 groups per topic.)

1. **Greek Mythology-** Perform a Greek myth. Provide us with background information about, including the significance of the gods/goddesses involved and the significance of this particular myth.
2. **Art-** As curators of an Ancient Greek Art Gallery, describe the important features of Greek art of this period. You may also choose to create a Greek-inspired piece to display in your gallery.
3. **Architecture-** Pretend you are an architect in Ancient Greece, asked to create a new stadium for the Olympic games. Illustrate and explain the important architectural features you would include in your new stadium.
4. **Sports-** Pretend you are a fitness trainer in Ancient Greece. Demonstrate 3 or more events of the Ancient Olympic Games.
5. **Food-** Show us what a feast would look like in Ancient Greece. Include a description of what the dining hall would look like and of whom would be invited.
6. **Festivals/Holidays-** Describe the calendar of the Ancient Greeks and two or three of the important festivals.
7. **War/Military-** As a commander of the Spartan Army, describe the weapons used in battle and the means of military transport.
8. **Fashion-** As the seamstress/tailor for your family, describe the fashions worn by men & women of all classes, from the oligarchy to the slaves. You may choose to model some of the fashions.
9. **Women's roles-** As a woman in Ancient Greece, describe what life is like for you on a daily basis. Be specific. What rights do you have? Or not have?
10. **Slavery-** As a slave in Ancient Greece, describe your daily duties and the rights you are denied as a non-citizen.
11. **Other ideas-** see me

Rubric for Ancient Greece: Final Assessment
Greek Fair

(/25 marks) (20+5)

Learning Outcomes:

Students will:

- work cooperatively in groups of 4
- show a thorough understanding of their chosen topic
- use of props to illustrate & communicate their understanding of the topic
- be able to evaluate their sources in order to present accurate information

Criteria (/20)	Proficient	Satisfactory	Needs Improvement
Shows understanding of the topic (/6)	(6) Confident when presenting material and answering questions	(3) Confident while presenting rehearsed materials, but not comfortable answering relevant questions on the topic	(1) Ill prepared for the presentation/ has difficulty answering relevant questions on the topic
Props add to understanding (/4)	(4) Uses 4 or more props which accurately add to the presentation	(2) Uses 1-3 props, but props may be irrelevant or unspecific	(1) No props are used/ props are poorly chosen and do not add to understanding
Content presented is accurate (/6)	(6) Content presented is completely accurate; fewer than 3 errors	(3) Content vague and/or irrelevant, but with some recognizable authenticity; 3-5 errors	(1) Content is inaccurate and/or irrelevant; many errors
Use of reliable sources (/4)	(4) Sources are reliable and are well documented in a bibliography	(2) Sources are reliable; may not be fully documented	(1) Sources are unreliable and may not be documented or are misquoted

Additional Comments:

Students will also assess their own group's cooperation. See attached.

**Rubric for Ancient Greece:
Peer Assessment
Greek Fair**

Group members:

Group Assessment:

Criteria (/5)	Proficient	Satisfactory	Needs Improvement
Worked cooperatively in groups (/5)	(5) All group members participated and contributed to the final product	(3) Work divided fairly but not all group members contributed	(1) Work was not divided fairly and/or not all group members contributed

Additional comments/clarifications:

Lesson Two: City States with Common Customs

Part A: Sparta

Resources:

1. Overhead: Image of Spartan males:

<http://www.mnsu.edu/emuseum/prehistory/aegean/culture/cultureimages/sparta2.gif>



2. Handout:

Poem: "Spartan Soldier" Written c. 630 BC

<http://uts.cc.utexas.edu/~sparta/topics/articles/academic/poetry.htm>

Spartan Soldier by Tyrtaeus of Sparta
c. 630 BC

It is beautiful when a brave man of the front ranks,
falls and dies, battling for his homeland,
and ghastly when a man flees planted fields and city
and wanders begging with his dear mother,
aging father, little children and true wife.
He will be scorned in every new village,
reduced to want and loathsome poverty; and shame
will brand his family line, his noble
figure. Derision and disaster will hound him.
A turncoat gets no respect or pity;
so let us battle for our country and freely give
our lives to save our darling children.

Young men, fight shield to shield and never succumb
to panic or miserable flight,
but steel the heart in your chests with magnificence
and courage. Forget your own life
when you grapple with the enemy. Never run
and let an old soldier collapse
whose legs have lost their power. It is shocking when
an old man lies on the front line
before a youth: an old warrior whose head is white
and beard gray, exhaling his strong soul
into the dust, clutching his bloody genitals
into his hands: an abominable vision,
foul to see: his flesh naked. But in a young man
all is beautiful when he still
possesses the shining flower of lovely youth.
Alive he is adored by men,
desired by women, and finest to look upon
when he falls dead in the forward clash.

Let each man spread his legs, rooting them in the ground,
bite his teeth into his lips, and hold.

3. T-Chart:

Would You Rather Live in Athens or Sparta?

Name: _____ Date: _____

Athens

Sparta

4. Outlook 7: Ancient Worlds pp.156 & 159:

Page 156 describes what life is like growing up in ancient Greece. It describes what the polis would have looked like, and the styles of homes people lived in.

Page 159 gives a description of what life was like in Sparta. It also includes a brief description of what life was like for women in Sparta.

Lesson Two: City States with Common Customs

Part B: Athens

Resources:

1. Overhead: Image of Athenian males:

<http://www.siue.edu/COSTUMES/PLATE5CX.HTML>



2. Outlook 7: Ancient Worlds p.157 & p. 159

Page 157 gives an age-to-age breakdown of what life would be like in Athens. It describes the age ranges from ages 0-6, 6-14, 14-16, 18-21, and as an Adult. It is broken down into what life is like for girls as well as boys.

Page 159 describes life as a woman in Athens and Sparta; what rights women had as well as what women could and could not do.

3. Advertisement assignment & rubric

See attached.

COME LIVE IN MY CITY-STATE! IT'S THE BEST!

You will create an advertisement for the best city-state: Athens or Sparta. Students will use the information gathered on their T-Chart to decide which city-state they would prefer to live in.

These advertisements should state why this city-state is superior, as well as what makes the other one inferior. You must include at least three points of comparison from your chart. These may include: rights of the citizen, women's rights, intellectual contributions, location and etc.

The advertisements should be no larger than 11" x 17," should be neatly printed and drawn. You may also choose to cutout magazine pictures, Internet images, or use photocopies of images.

It is important to put in your best effort and show a level of pride with your work. These will be hung on display in the classroom.

Please hand in your T-chart for completion marks as well.

You will be graded on the following:

Name: _____

Criteria (/15)	Proficient	Satisfactory	Needs Improvement
Points of comparison (/3)	(4) Has made three or more points of comparison.	(2) Based on 1 or 2 points of comparison.	(1) Does not provide a comparison between the 2 city-states. Does not understand the purpose of this assignment.
Accuracy of comparisons (/3) x 3	(3) Comparisons made are accurate and logical	(2) Makes comparisons, but may be irrelevant or unspecific	(1) Basis for comparison lacks logic or understanding
Takes Pride in Work (/3)	(3) Work is presented neatly. Writing is legible and	(2) Advertisement is complete, but is messy or rushed.	(1) Advertisement appears incomplete or rushed.

Lesson Three: The Beginnings of Democracy

Resources:

Idea for lesson came from: lesson by Craig McAuley:

<http://web.mala.bc.ca/education/NSmith/lessons/grade7/lesscm1.htm>

1. Outlook 7: Ancient Worlds, p.161 & 164-65

Page 161 discusses the foundations of democracy in Ancient Greece. It discusses the rights of the individual and the definition of a citizen.

Page 164 is a discussion of democracy in Athens. It is a breakdown of citizens, slaves & the Assembly and the Council. It also has a brief section on trial by jury.

Page 165 has a scene depicting democracy in Athens.

Lesson Four: Greek Mythology

Resources:

1. Read "Daedalus" to class.

Myth of Icarus & Daedalus:

<http://www.historyforkids.org/learn/greeks/religion/myths/daedalus.htm>

Daedalus

Once upon a time on the island of Crete, maybe about 1325 BC, there was a king whose name was Minos (in the story; this is only a story). He had living in his palace at Knossos a great architect and inventor named Daedalos. There are stories about Daedalos inventing all kinds of things, but he is especially supposed to have built the great Labyrinth for King Minos to keep the Minotaur in.

After Daedalos built the Labyrinth, though, King Minos did not want him to be able to tell its secrets to anybody else, and so he kept Daedalos a prisoner in a tall tower, all alone with only his young son Icarus.

Now Daedalos and Icarus did not like being prisoners, and so Daedalos began to think about how they could get away. He watched the birds flying and he thought how free they were, and he decided to make wings for himself and Icarus.

Daedalos and Icarus made the wings out of bird feathers and wax and they tied them on to each other. Daedalos warned his son to be careful when he was flying: if he went too close to the sea, he might fall in, but if he flew too high in the sky, the heat of the sun would melt the wax on his wings and he would fall. Icarus promised to be careful.

So they set off for freedom. At first everything went well, but after a little while Icarus got tired of just flying in a straight line. He began to try to do tricks and go up and down. His father told him to cut it out and behave himself, but Icarus was having too much fun to listen, and he kept on going up, higher and higher. Suddenly he realized his wings really WERE

melting! He tried to go back down again, but it was too late. His wings came apart, and he fell down, down, down into the ocean, where he drowned.

Daedalus was horrified that his son had died, and spent a long time searching for his body, but when he found it there was nothing he could do but bury it sadly.

2. Persephone

Hutton, Warwick. (1994). *Persephone*. New York: Margaret K. McElderberry Books. Persephone is a Greek myth, explaining the cycle of the seasons. In *Persephone*, Hades, the god of the underworld, kidnaps Persephone, the goddess Demeter's daughter. With Persephone missing, Demeter, the goddess of the harvest, is very depressed and allows all the plants on earth to wither and die. Hades will only let Persephone go back to the surface, if she has not eaten anything. Persephone had, however, eaten 6 pomegranate seeds and as such, he lets her return for six months of the year. The other six months, she must live in the underworld with him. This is why the world springs to life during the spring & summer, and withers and dies during autumn and winter.

3. "Prometheus and the Gift of Fire"

Outlook 7: Ancient Worlds, p.162-63

This myth is the Greek creation story of how humans were created. You can also find this myth online.

4. "Arachne" Handout

Arachne

<http://www.historyforkids.org/learn/greeks/religion/myths/arachne.htm>

Arachne was a girl who lived in Greece a long long time ago (in the story; this is a story). She was a very good weaver and spinner. She wove all sorts of beautiful pictures into her cloth, and people came from all around to see her beautiful cloth. But Arachne was arrogant (proud; she had what the Greeks called hubris).



Arachne began telling people she was better at spinning and weaving than the goddess Athena was. Athena was also known as a good spinner and weaver.

Athena was mad that Arachne would say that, and she challenged Arachne to a weaving contest. The two of them set up their looms in the same room and they wove from early in the morning until it got too dark to see (remember there were no electric lights then!). Then they compared what they had done.

Athena had woven a beautiful cloth showing the gods and goddesses sitting together on Mt. Olympus and doing good deeds for people. But Arachne thought she was so smart, she wove a cloth making fun of the gods and goddesses, showing them getting drunk and falling down and making a mess of things. Still it was clearly better weaving than Athena had done. When Athena saw it she was even more angry than she had been before. Even though Arachne's weaving was better, Athena didn't care. She pointed her finger at Arachne and suddenly Arachne's nose and ears shrank up, her hair all fell out, her arms and legs got long and skinny, and her whole body shrank until she was just a little tiny spider (Arachne means spider in Greek). "You want to spin," cried Athena, go ahead and spin! No matter how skilled people are, they are never any match for the gods. People need to remember their place, and not try to be stronger or wiser or smarter than the gods, or bad things will happen to them.

5. Powell, Anton & Steele, Philip (1996). Greek News. Cambridge, Massachusetts: Candlewick Press. pp. 20-21 Handout
See attached.

6. Brandenburg, Alik. (1994). The Gods and Goddesses of Mt. Olympus USA: harper Collins. pp. 18-44
This book gives a brief description of each of the main gods and goddesses of Mt. Olympus, including Zeus, Hera, Aphrodite, Hades, Poseidon, Ares, Eros, Hephaestus and more.

7. Gods & Goddesses Overhead
<http://www.quia.com/jg/119746list.html>
See attached.

Zeus/Jupiter	the king of the gods; throws thunderbolts
Hestia/Vesta	The kind goddess of hearth & home
Hera/Juno	The queen; goddess of marriage
Athena/Minerva	Goddess of Wisdom & War
Artemis/Diana	Goddess of the Moon & the Hunt
Apollo	Brother of Artemis; god of music & prophecy
Poseidon/Neptune	God of the Sea and Storms
Prometheus	I bring fire to man; torture is my reward
Hades/Pluto	God of the underworld; married to Persephone
Dionysis/Bacchus	God of Wine and Revelry; part mortal
Ares/Mars	God of War
Hephaestus/vulcan	Crippled God of Artisans
Chronus/Saturn	Sky God of the Titans; emasculates Uranus
Pandora	married to Epimetheus; opens a box of trouble
Uranus	Sky God; married to Gaia
Epimetheus	Titan brother of Prometheus; name means afterthought
Gaia	The original earth mother goddess
Aphrodite/Venus	The Goddess of Love; hated by Hera
Hermes/Mercury	Messenger God; sneaky patron of thieves
Rhea	Titan Queen; saves Zeus from Chronus
Demeter/Ceres	Goddess of Grain & Harvest; mother of Persephone
Cyclops	One-eyed; children of Uranus & Gaia
Hecatonchieres	100 Hands & 50 heads- children of Uranus & Gaia
Persphone	Wife of Hades; she "causes" the seasons

Lesson Five: Art & Architecture

Resources:

1. Outlook 7: Ancient Worlds p.169

A picture of the front of the British museum, London compared to the façade of the Parthenon, Athens. Txt box prompts the students to look for similarities between the two.

2. Powerpoint presentation of Ancient Greek art. Pictures found through a search on www.google.com images. Pictures of red figure vases/pottery as well as black figure vases/pottery of all shapes. Shapes include: amphora, krater, hydria, stamnos etc. Quite a few images were located on The Metropolitan Museum of Art website: <http://www.metmuseum.org/>

Lesson Six: The Olympics

Resources:

1. Handout “Olympic Games Spoiled” from Greek News pp. 16 & 17

These pages, set up like an Ancient greek newspaper, have stories about cheating during competition, lists of some of the events held during the Ancient games and a small article about women in the Olympics, framed in a humorous format.

2. Outlook 7: Ancient Worlds p.158.

This page has a picture of the first modern Olympics held in Athens, 1896. It also discusses how integral sports were to the daily lives of the Ancient Greeks. Sports competitions helped the Greeks train for warfare as well as honour the gods.

3. Venn diagram

See attached.

The Venn diagram is a comparison between the Ancient Olympic games and the Modern Olympic Games. The centre section is for the similarities between the two.

Lesson Seven: Ancient Greek Innovations

Resources:

1. Outlook 7: Ancient Worlds p. 167

“How to... Give a Persuasive Speech”

Outlines helpful hints on how to give an effective persuasive speech. These are 6 pointers; from knowing what you want to say, to practise & relax.

2. Handout “Techniques of Persuasion” Blackline master #62 from Scott, Falk & Kierstead, (2003). Critical Challenges across the Curriculum: Legacies of Ancient Egypt. British Columbia: Ministry of Education.

See attached.

Defines various methods of persuasion & when they are used.

3. Outlook 7: Ancient Worlds pp.168-171

These pages in the text outline some of the major advancements made by the Ancient greeks in the fields of math, science, medicine, art & architecture, literature, drama and language.

4. Other Places Other Times

Neering, Rosemary & Grant, Peter (1986). Other Places Other Times. Toronto: Gage Educational Publishing. (Chapter 4).

This is the other textbook available in the classroom. It is dense text, but covers the same curriculum. There is some information on the Greek alphabet and the foundations of democracy.

Lesson Eight: Final Assessment Work Periods

Resources:

1. Handout of the final assessment & rubric. See Lesson #1 for handout.