

Greece Lesson Plans

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SSED 314a
Prof. Mike Denos

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Greece Rationale

This unit is concerned with the study of the history of Greek civilization and the legacies that it left. We will study the necessary elements of Ancient Greece in order to further our understanding of its culture and the significance that it has had on civilization today. This unit will attempt to be inclusive and interactive to ensure the excitement and interest of the students. The overarching question that we will study is “Who were the Greeks and why do we care?” Students will explore a variety of different topics such as the geography of Greece (in order to place it in the world), the “polis” and Greek society, government in the city-states, religion, Greek art and the history of Ancient Greece will be covered in order to cement an understanding of Ancient Greece in the minds of the students. This focus will help the students understand and relate to the world in which we live through the understanding of the culture of the Ancient Greeks and to establish a foundation on which to build for future units such as the Roman Empire. The rationale of this unit is for the students to have a better understanding of the geography and history of Greece and especially to encourage them to consider multiple perspectives and make connections in hopes of motivating them to make reasoned judgments about how history affects life today.

This unit will focus largely on Ancient Greece start with a brief look at the Minoan and Mycenaean civilizations and follow through to the collapse of Alexander the Great’s Empire following his death in 323 BC (1350 BC - 323 BC). It will cover all aspects of society and will utilize a number of different resources literature, pictures, art supplies, maps and charts in order to enhance the student’s critical analysis of information and its application. The students will develop not only their writing skills through essays and articles, but also their oral skill through class discussion and presentations.

Unit Title: Ancient Greece

Name: Scott Bruce

Issue, Problem, or Unit Question: Who where the Greeks and why do we care?

Major Unit Performances of Understanding: Secret Roman Mission

<p>Unit Goals</p> <p>Students will understand:</p> <ol style="list-style-type: none">1. The geography of Greece2. Greek society3. The history of Greece
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Unit Overview

Lesson Title	Specific Objectives/Out comes	Activities	Resources	Assessment Strategies & Criteria
Lesson 1: Where was Greece?	Find the location of Greece in the world. Learn about the geography of Greece. Including the oceans, vegetation, oceans and climate.	KWL about Greece. Atlas assignment. Distribute travel brochures on Greece and have a discussion on how the geography affected society.	Textbook Atlas' Travel brochures Map handouts	Create a travel brochure of their own about Greece. Students ability to locate Greece on a map?

<p>Lesson 2: Who are the Greeks and what was a “polis”?</p>	<p>How the geography of Greece affected society and its development. Where the major settlements in Greece were. Describe daily life, work, family structures, and gender roles</p>	<p>Discuss: why would travel be difficult for the Greeks and what were the advantages and disadvantages of the geography, why would city-states fight together? Comparison activity between a modern mall and the Athenian Agora</p>	<p>Textbook Picture of Agora Fact/inference chart Agora briefing sheet Justify my choice Acremedes the Assemblyman script.</p>	<p>Fact/inference chart Justify my choice</p>
<p>Lesson 3: What is democracy?</p>	<p>Explain democracy and its birth. Realize that Athens and Sparta were city-states that governed themselves, like all the other city-states. Compare and contrast the different forms of government in Athens and Sparta.</p>	<p>Lecture: the evolution of Democracy in Athens. Read: Acremedes the Assemblyman. Evolution of Democracy handout. Venn Diagram: compare and contrast the governments of Athens and Sparta.</p>	<p>Acremedes the Assemblyman script. Evolution of Democracy Template Venn Diagram Template. God handout</p>	<p>Student’s ability to participate in class discussion. Performance in Acremedes the Assemblyman Evolution of Democracy sheet Venn Diagram</p>
<p>Lesson 4: Who did the Greeks worship and how?</p>	<p>Learn about myth and legend in Ancient Greece Recognize the different Greek gods Prepare a presentation that they will deliver to the class</p>	<p>Define history, legend, myth, and religion. Read a few different legends Make a cartoon strip Break the class into groups and assign each group a Greek god to present to the class</p>	<p>God handout</p>	<p>Cartoon strip God presentation next class</p>
<p>Lesson 5: Presentations</p>	<p>Work on presentation skills</p>	<p>Presentations Talk about Final Project</p>	<p>Final Project handout</p>	<p>God presentations</p>
<p>Lesson 6: What did the Greeks Create? Day One</p>	<p>Develop appreciation for Greek art Recreate a Greek piece of art</p>	<p>Power point presentation: Greek art Work on recreation of piece of Greek art</p>	<p>Art Room Clay and tools to work with clay Painting supplies and paper</p>	<p>Recreation of Greek art</p>

<p>Lesson 7: What did the Greeks Create? Day Two</p>	<p>Develop appreciation for Greek art Recreate a Greek piece of art</p>	<p>Work on recreation of piece of Greek art</p>	<p>Art Room Clay and tools to work with clay Painting supplies and paper</p>	<p>Recreation of Greek art</p>
<p>Lesson 8: How did the different city-states get along? Day One</p>	<p>Have an understanding of the history of Greece Understand Greek warfare Recognize the different hegemonic powers in Greece and the influences that they had on other city-states</p>	<p>Power point presentation: Greek warfare and history Movie: Troy – battle scenes</p>	<p>Power point equipment Movie: Troy</p>	<p>Notes take from power point presentation</p>
<p>Lesson 9: How did the different city-states get along? Day Two</p>	<p>Have an understanding of the history of Greece Understand Greek warfare Recognize the different hegemonic powers in Greece and the influences that they had on other city-states</p>	<p>Power point presentation: Greek warfare and history Standing on chairs summary – key points they learned</p>	<p>Power point equipment Textbooks: Other Places, Other Times</p>	<p>Notes take from power point presentation Standing on chair summary</p>
<p>Lesson 10: How did the Macedonians influence Greece?</p>	<p>The geography of Macedonia Who Philip of Macedon was and what he established Who Alexander the Great was Recreate the route of Alexander's conquest Understand the significance this had on Europe</p>	<p>Power point presentation: Macedonia, Philip, Alexander Make a map of Alexander's conquest</p>	<p>Power point equipment Paper and map making supplies</p>	<p>Notes take from power point presentation Map</p>

Lesson 11: Presentations Day One	Work on their presentations skills Work on their cooperation and organization skills	Presentations	None	Presentations and what they hand in
Lesson 12: Presentations Day Two	Work on their presentations skills Work on their cooperation and organization skills	Presentations	None	Presentations and what they hand in

Lesson One: **Where is Greece?**

Lesson 55 min

Objectives

By the end of the lesson students will:

- Be able to find the location of Greece in the world.
- Know about the geography of Greece; including the oceans, vegetation, oceans and climate.

Introduction (15 min)

Display a picture of the Parthenon on the overhead and ask the students what they know about this building or these “ruins”. Introduce Greece and brainstorm as a class, what they know about Greece? This will help gauge students baseline knowledge.

Lecture (30 min)

The students will be divided into groups of 3, each group with an atlas from the back of the class. They will be given two maps, one of Greece and one of Europe, and are to locate Greece in the atlas and colour in and label the mountains, the major cities (Sparta, Olympia, Mycenae, Corinth, Athens, Thebes, Delphi, Knossos and Troy) and the major bodies of water.

Discuss how far Greece is in context to Canada and compare it to Vancouver Island and Vancouver. Note its size.

Distribute travel brochures and pictures to each group. Talk about the climate of Greece and why people might want to travel there.

Conclusion (10 min)

Conclude day’s lesson; answer any questions students may have. Introduce Newspaper assignment that the class will be working on over the course of the unit: for each aspect of Greek culture that is discussed in class each student will have to write a newspaper article about that topic. Eg. Weather, Economics, Current Events. Each article will be checked at the beginning of class and be graded a “homework mark” for completeness. In addition to this, each student is to include two aspects that were not covered in class.

Homework:

Read pp. 152-157 “Outlook 7-Ancient Worlds.”

Create a travel brochure for Greece based on what you have learned about the geography of Greece – due: at the beginning of next class.
Newspaper article on geography.

Assessment:

The students' engagement in brainstorming activity.
Assess students' participation in the class discussions.
Evaluate the student's map out of 4 for completion.

Extension:

Begin working on the brochure or their newspaper article.

Resources:

Text: "Outlook 7-Ancient Worlds."
Parthenon picture
Atlas'
Maps
Travel Brochures and pictures

Readings

The readings that the students were to read for this class dealt with the geography of Greece and the natural resources of the region. They also touched on the city-states in which the Greeks lived (preparing them for next class) and talked about the type of lifestyle the Greeks followed: Traders and Warriors.

Lesson 2: Who were the Greeks and what is a “polis”?

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Understand how the geography of Greece affected society and settlement.
- Where the major settlements in Greece were.
- Be able to describe aspects of life in the polis including: daily life, work, family, and gender roles

Introduction (15 min):

Discussion: Present the question “Why would travel be difficult for the Greeks?” to the class. Engage a discussion about the advantages and disadvantages of the geography for the Greeks. They should come up with ideas such as “good for defense, bad for land trade, but lots of sea routes”. How do they think the affected city life? Define what a “polis”, a city-state, and talk about what a polis is. Ask: “How might the geographical seclusion of a polis have affected city life?”

Activity (30 min):

Place an overhead of picture taken inside of a busy North American mall. As a class, the students will examine the photograph to determine what month of the year, day of the week and time of the day. For example, the students could look at what people are wearing, what is advertised, what decorations are displayed and the number of people. List all of the students’ responses on the chalkboard and encourage the students to discuss their reasoning.

Explain that the students are going to do a similar activity using a picture on Ancient Greece. Hand out picture of the Agora or marketplace that depicts some aspects of daily life in Ancient Athens and which was in every Greek city. In pairs, students will study the picture looking at all the details to decide what reasons the people might have to gather and record their findings on the fact/inference chart.

Hand out Agora briefing sheet which each student is to read individually.

Pair-Share: have each pair join another pair and share their findings from the picture and how this information might be related to the agora. The students should then revise their fact/inference chart with any new information.

Introduce critical challenge: Is this picture a highly accurate, mostly accurate or inaccurate reflection of life in Ancient Athens?

The students and their partner will judge the accuracy of the picture and, using their data from their fact/inference chart, will complete handout: Justify my choice.

Conclusion (10 min):

Invite students to select one or two of the most effective reasons on their handout and explain why they judged these to be so effective

Homework:

Read pp. 159-160, 164-167 “Outlook 7-Ancient Worlds.”

Handout copies of Acremedes the Assemblyman and assign characters to students to prepare for next class.

Assessment:

Fact/inference chart

Justify my choice

Extension:

Work on their newspaper article: daily life in the polis.

Resources:

Textbook

Picture of Agora

Fact/inference chart

Agora briefing sheet

Justify my choice

Acremedes the Assemblyman

Readings

The readings for this class addressed life in Sparta and Athens and talked democracy in Athens. Basically, the readings contrasted the two societies as a warlike, authoritarian society of Athens compared with democratic Athens. What's more, the readings talk about the Assembly and the Council and the process of voting.

Lesson Three: **What is democracy?**

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Be able to explain democracy and its birth.
- Realize that Athens and Sparta were city-states that governed themselves, like all the other city-states.
- Be able to compare and contrast the different forms of government in Athens and Sparta.

Introduction: (5 min):

Ask the students if they know what democracy is. Define it. Explain the process of voting and of democracy in Athens, but also note that it wasn't always this way.

Lecture (25 min)

Talk about Solon, Pisistratus and Cleisthenes and the evolution of democracy in Athens. Talk about The Assembly, The Council, Archons, The Generals, Law Enforcement, The Courts, Financial Administration. Make sure to note that Sparta remained an oligarchy: explain what an oligarchy is.

Activity (20 min):

Have the students volunteer to read character lines from the play from the script of Acremedes the Assemblyman. Read it as a class. When they are done have them fill out the Evolution of Democracy handout in pairs

Use a Venn Diagram to compare and contrast the form of governments of Athens and Sparta.

Conclusion: (5 min):

Wrap up the day's lesson and answer any questions regarding the day's lecture.

Homework:

Read gods handout

Assessment:

Students ability to participate in discussion and performance in Acremedes the Assemblyman.

Students Evolution of Democracy sheet.

Students Venn Diagram.

Extension:

Work on their newspaper article: democracy vs oligarchy.

Resources:

Acremedes the Assemblyman

Evolution of Democracy Template

Venn Diagram Template

Read gods handout

Lesson Four: **Who did the Greeks worship and how?**

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Learn about myth and legend in Ancient Greece.
- Be able to recognize the Greek gods.
- Be able to prepare a presentation that they will deliver to the class.

Introduction: (5 min):

Present history, legend, myth and religion to the class. Can they differentiate between the four? Define them.

Activity (45 min):

(25 min) Read to the class a couple of the different myths that existed in Ancient Greece: Theseus and the Minotaur, Herakles, the Trojan War, Prometheus and Fire (resource #13). Have the students prepare a cartoon based on their favorite myth.

(20 min) Have the students get into groups of three or 4 and randomly assign each group one of the Olympian gods (Zeus, Athena, Hephaistos, Aphrodite, Apollo, Hades, and Poseidon). Explain that there are many more gods that existed and that these are only some of the major ones. They are to research this god make a presentation at the beginning of next class about: why their Greek god is the best god.

Conclusion (5 min):

Wrap up the day's lecture. Answer any questions regarding the day's lecture and propaganda assignment.

Homework:

Cartoon strip.

God presentation.

Assessment:

Students cartoon strip.

Student's god presentation.

Extension:

Work on cartoon strip.

Work on god presentation.

Work on newspaper article: religion.

Resources:

Myth descriptions (resource #13)

Lesson Five:
Presentations

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Learn about myth and legend in Ancient Greece.
- Be able to recognize the Greek gods.
- Be able to prepare a presentation that they will deliver to the class.

Introduction: (5 min):

As the students enter the classroom hand them a small, flat rock (collected before hand). Explain that the class will be voting on which god they feel is the best and that in doing so they will be simulating how the Athenians voted for their public officials; democracy.

Activity(45 min):

(35 min) God presentations.

Engage a brief discussion about the different gods.

(10 min) Using the stones vote on which god the class feels it the best god (simulating Athenian voting and democracy).

Conclusion (5 min):

Wrap up the presentations and answer any questions that students may have about the different gods. Give the students a copy of the Final Project for the Greek unit. Point out that they can use a lot of their information from their newspaper article assignment for the Final Project. Finally, if you have been able to book the art room for the next two classes, let the students know that they are to go there for class because we will be working on Greek art.

Homework

Read pp. 168-171 “Outlook 7-Ancient Worlds.”

Assessment:

Presentations

Extension:

Work on newspaper article: religion
Start on their homework

Resources:

Final Project handout

Lesson Six:
What did the Greeks Create?

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Have an appreciation of the works of art that the Greeks created.
- Be able to recreate a work of art of Ancient Greece.

Introduction and Lecture (20 min)

When the students enter the room have them take a seat at one of the tables and once everyone has arrived start the power point presentation.

1. Chronology table broken into 4 sections: Crete, Cyclades, Greece and Egypt.
Pottery was different in different areas and advanced at different rates in different places.
2. Crete
 - a. pottery
 - b. sculpture
 - c. architecture
3. Cyclades
 - a. pottery
 - b. sculpture
 - c. architecture
4. Greece
 - a. pottery
 - b. sculpture
 - c. architecture

Note: in each section (a, b, and c) there will be at least three different pictures that capture the development of that particular art form over time.

Activity (35 min):

The students are to recreate a piece of art that will be accompanied by a half page right-up, from Ancient Greece that will be displayed around the class. Give the students a demonstration on working with clay if that is what they are choosing to do. Eg. Wedging the clay to get the air bubbles out and slicing the clay to connect two pieces. Also talk about firing and painting the pieces.

Conclusion (0 min):

Let the students work until the bell so that they get as much time on their artwork as possible. Answer any questions as they arise.

Assessment:

The recreation of the Ancient Greek piece of art

Extension:

Work on their art piece.

Work on their newspaper article: artwork.

Resources:

Clay and tools to work with clay

Painting supplies

Readings

The readings assigned to the students dealt with the legacy's that were handed by the Greeks such as Mathematics and Science, Medicine, and Art and Architecture. This was basically to prepare them for the classes lecture on art and architecture.

Lesson Seven: **Work on Artwork**

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Have an appreciation of the works of art that the Greeks created.
- Be able to recreate a work of art of Ancient Greece.

Introduction and Lecture (5 min)

When the students first come in have them take their seats first. Tell them that they will have the entire class to work on their art pieces and that the more quiet they are the more time they will have. Tell them that this is the last class time to work on their pieces but that if they are not finished they will be able to come in at lunch to finish up as long as they make arrangements before hand. At the end of class, they are expected to clean up where they have been working and clean up will begin 10 minutes before the end of class. Go!

Activity (40 min):

Finish their Greek artwork.

Conclusion (10 min):

Clean up. Dismissal only when everything is clean.

Assessment:

The recreation of the Ancient Greek piece of art

Extension:

Work on their newspaper article: artwork.

Resources:

Clay and tools to work with clay

Painting supplies

Lesson Eight:
How well did the different city-states get along?
Day One

Lesson 55 min

Objectives:

By the end of the lesson students will:

- have an understanding of the history of Ancient Greece.
- Understand Greek warfare.
- Recognize the different hegemonic powers in Greece and the influences that they had with other city-states.

Introduction (5 min):

Once the students have taken their seats tell them that they will have to take notes on a power point presentation and that they should copy down the major events in it, including dates, and the importance or significance of each event/aspect; these notes will be collected and marked for content.

Lecture (25 min):

Start the power point presentation.

1. Greek Warfare
 - a. land – hoplites (rich vs. poor)
 - b. naval – triremes
 - c. seasonal
2. Athens and Sparta – Athens a naval power, Sparta a land power.
3. Persia vs. Athens
 - a. Ionian Revolt
 - b. Battle of Marathon
 - c. Significance: Athens solely defeats Persia with no aid despite asking Sparta

Movie (20 min):

Show two short clips from the movie *Troy*: one that shows the triremes and another that depicts a battle scene.

Conclusion (5 min):

Encourage a brief discussion with the class about the key points that they took down and their significance so that each student has an idea of what they should have in their notes. Answer any questions that they may have.

Assessment:

Notes taken on power point presentations

Extension:

Complete notes.

Work on their newspaper article: history.

Lesson Nine:
How well did the different city-states get along?
Day Two

Lesson 55 min

Objectives:

By the end of the lesson students will:

- have an understanding of the history of Ancient Greece.
- Understand Greek warfare.
- Recognize the different hegemonic powers in Greece and the influences that they had with other city-states.

Introduction (5 min):

Once the students have taken their seats tell them that they will have to take notes on a power point presentation, like they did last class, and that they should copy down the major events in it, including dates, and the importance or significance of each event/aspect; these notes will be collected and marked for content.

Lecture (25 min):

Start the power point presentation.

4. Persia vs. Greeks
 - a. Battle of Thermopolae
 - b. Battle of Salamis
 - c. Significance: Delian League vs. Peloponnesian League
5. Peloponnesian War
 - a. Corcyrian Decree
 - b. Sicilian Expeditions
 - c. Alciabides
 - d. Spartan Victory

Conclusion (25 min):

Encourage a brief discussion with the class about the key points that they took down and their significance so that each student has an idea of what they should have in their notes. Answer any questions that they may have.

Get the students to stand on their chairs. In order to be able to sit down each student, in alphabetical order of first name, has to say one of the key points that they learned about

the Greeks in this class and in last class that someone else has not already said. If they are misbehaving after they sit down or talking they will have to stand up again. When everyone is sitting down they can leave.

Homework

Read pp. 133-141 "Other Places, Other Times"

Assessment:

Notes taken on power point presentations

Extension:

Complete notes.

Finish their newspaper article: history.

Lesson Ten:
How did the Macedonians influence Greece?

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Know who Philip of Macedon was and what he established.
- Know whom Alexander the Great is.
- Be able to recreate Alexander's route on his conquest.
- Understand the significance that this had on Europe.

Introduction: (5 min):

KWL – Macedonia, Philip of Macedon, Alexander the Great.

Present the students with the question: how did Philip and Alexander impact Greece?

Discussion.

Power point and notes to be taken outlining the key points of Philip and Alexander.

Lecture (45 min):

Power point:

1. Macedonia
 - a. Geography
 - b. Resources
2. Philip of Macedon
 - a. Army - phalanx
 - b. Campaigns – significance: uniting Greece
 - c. Death
3. Alexander
 - a. Childhood
 - b. Campaigns
 - i) Greece – Theban Revolt
 - ii) Persia: Hellespont, Issus, Tyre, Egypt, Battle of Gaugamela, Susa, Persian Gates, Persepolis, Bactria (guerilla warfare), India – Battle of Hydaspes
4. Return over desert
5. Death and succession

6. Significance: influx of wealth into Europe, foundation of new cities such as Alexandria (city of scholars), spread of ideas, trade and commerce, and foundation of new cities.

Conclusion (5 min):

Discuss the impact that Philip and Alexander had on Greece and inform the students of their homework: a map of Alexander's campaign.

Homework

Make a map of Alexander's journey – be specific

Assessment:

Notes

Extension:

Work on their newspaper article: Macedonia.

Work on Final Presentation.

Readings

The students read eight pages that dealt with the geography of Macedonia and its location. The readings also explained Philip creation of the “phalanx” and his subsequent conquest of Greece, his murder and the inheritance of his empire by his son, Alexander. The text then deals with Alexander’s life from childhood to his conquest of Persia until his unfortunate deal and the succession that followed.

Lesson Eleven:
Presentations
Day One

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Be able to speak orally in front of the class.
- Work on their cooperation skills and organization.

Introduction (5 min):

Once the students have taken their seats inform them of the random order that you have come up with for the presentations for both days. Write the order on the board so that they can see it.

Work Time (45 min):

Presentations.

Conclusion (5 min):

Wrap up presentations for day one. Ask if they have any questions.

Assessment:

Presentations

Extension:

Play a game like hangman or 7up if there is extra time but not enough to start a new presentation. The students have worked hard and could use some downtime.

Lesson Twelve:
Presentations
Day Two

Lesson 55 min

Objectives:

By the end of the lesson students will:

- Be able to speak orally in front of the class.
- Work on their cooperation skills and organization.

Introduction (2 min):

Have the order of the presentations written on the board before the students come into class. Start presentations once everyone has arrived and when all is quiet.

Work Time (45 min):

Presentations.

Conclusion (8 min):

Wrap up presentations for day two. Ask if they have any questions. Introduce the next Unit: Rome. Assign the necessary readings.

Homework

Read pp. 173-175 "Outlook 7-Ancient Worlds."

Assessment:

Presentations

Extension:

Play a game like hangman or 7up if there is extra time but not enough to start a new presentation. The students have worked hard and could use some downtime.

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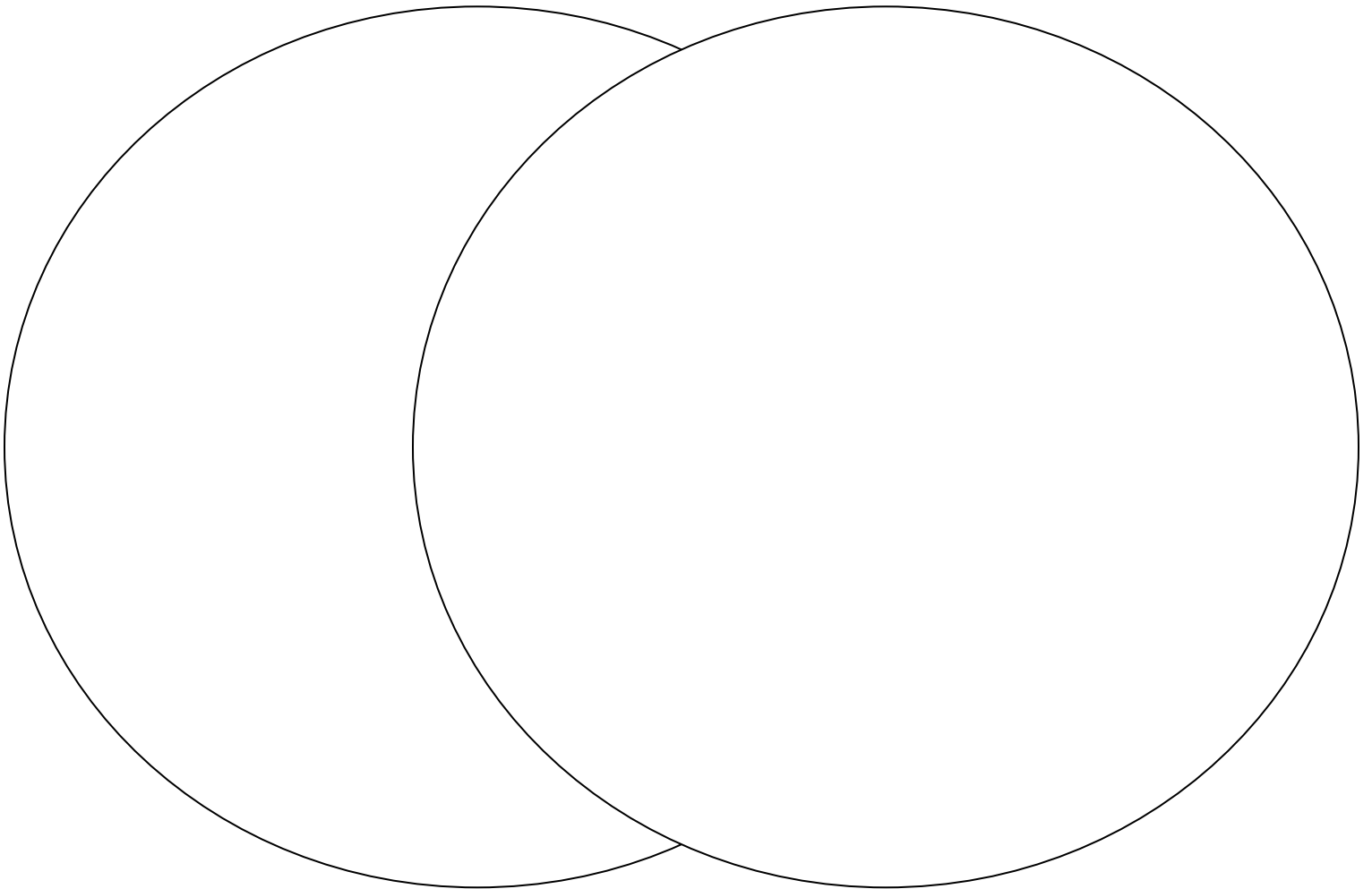
SSED 314a
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December 9, 2004

Venn Diagram Template
Compare and Contrast
the Governments of Athens and Sparta

Athens

Sparta



Assessment of Class Work

Names: _____.

Date: _____.

Map of Greece /5

Fact/Inference Sheet /5

Justify My Choice /5

Evolution of Democracy /5

Venn Diagram /5

Notes: Greek History /5

Notes: Macedonia /5

Total: /35

Comments:

Greece Travel Brochure
Assessment

Name: _____

Date: _____

Content and Accuracy: /10

Use of Maps

Depth and accuracy of information

Usefulness for someone traveling in Greece

Presentation and Creativity: /5

Aesthetic Appeal (pictures and layout)

Creativity and originality

Total: /15

Comments:

Greek Myth Cartoon Assessment

Name: _____

Date: _____

Content and Accuracy: /15

Flow of Cartoon

Depth and accuracy of Myth

Dialogue

Presentation and Creativity: /10

Aesthetic Appeal (pictures and layout)

Creativity and originality

Total: /25

Comments:

God Presentation Assessment

Names: _____, _____, _____,
_____.

Content and Accuracy: /25

Depth and accuracy of research

Argument that their god is the best of the Greek gods

Presentation and Creativity: /25

Use of visual aids, pictures, models etc

Participation of all members

Creativity and originality

Preparation and organization

Total: /50

Comments:

Greek Art Piece
Assessment

Names: _____.

Date: _____.

Content and Accuracy: /15

Depth and accuracy of replication

Addition of picture replicated

Presentation and Creativity: /20

Aesthetic Appeal

Preparation and organization

Total: /35

Comments:

Alexander Map Assessment

Name: _____

Date: _____

Content and Accuracy: /10

Depth and accuracy of Map

Use of Legend and Compass

Presentation and Creativity: /5

Aesthetic Appeal (pictures and layout)

Creativity and originality

Total: /15

Comments:

Secret Mission: the Greek Report

The year is 430 BC. Rome is the rising power in the Mediterranean and has colonial interests in the Greek territory to the east. It is the Senate's dream that one day Rome will control all of the Mediterranean and Greece is to be the next territory added to the Empire.

You, and four other young Roman nobles, have been carefully chosen to lead an espionage mission into Greece. You are to research their culture and the peninsula as a whole and report back to the Senate with what you have found in order to assure that the military venture and the subsequent assimilation of Greece will be a success. This investigation should include an in depth account of at least five different aspects of Greek culture that may be of interest to the Senate for the smooth annexation of Greece. For instance, the report could include the classes that make up the Greek city-states and their daily functions, the hegemonic powers of Greece, religion, the geographical layout of the peninsula, and even major monuments within Greece. These suggestions are by no means restrictions for your mission, only examples to help you. In fact, you can research anything you feel is pertinent to the mission as long as you support your decision with the necessary evidence.

When you return from Greece you are to prepare a presentation before the Senate outlining the aspects of Greek culture that you have studied and why you feel it is important for the Senate to consider in order to assure the smooth annexation of Greece. You should include any necessary maps, charts, diagrams, pictures, artifacts, models and any other relevant material. Your presentations should be 10 minutes long and clearly outline the aspects of Greek culture that you investigated and why it is important for the Roman Senate to take it into consideration when they launch their invasion of Greece.

The Senate (me) will be evaluating your presentation on the overall accuracy of your reports content, your understanding of the material and the link you make between the content and its importance to Greece after a successful Roman invasion. Obviously, your creativity and use of visual aids will be useful for the Senate's comprehension and will therefore be taken into account. You will also be provided with the opportunity to secretly mark your fellow nobles contribution to the report.

Good luck in your journeys,

Vini, Vidi, Vici

Secret Mission: the Greek Report
Assessment

Names: _____, _____, _____,
_____, _____.

Content and Accuracy: /40

Coverage of at least five aspects of Greece

Depth and accuracy of research

Connection between information and its usefulness to the Roman Senate

Presentation and Creativity: /25

Use of visual aids, maps, models etc

Participation of all members

Creativity and originality

Preparation and organization

Peer assessment: /10

Total: /75

Comments:

Newspaper Assessment

Names: _____.

Date: _____.

Content and Accuracy: /50

Coverage of elements in a paper (sports, entertainment, weather etc)

Depth and accuracy of coverage

Overall connections established between the articles and class lessons

Presentation and Creativity: /25

Use of visual aids, pictures, cartoon etc

Creativity and originality – exceeds expectations

Preparation and organization

Total: /75

Comments:

Annotated Sources

Text Books

Neering, Rosemary. (1986) *Other Places, Other Times*. Toronto: Gage Educational Publishing Company.

Toutant, Arnold. (2000) *Ancient Worlds: Outlook 7*. Oxford: Oxford University Press.

Lesson 1

Maps

Custom Course Materials: Classical Studies 100

Lesson 2

Agora Picture

Schulz, Lori. (2001) *Ancient Greece Critical*

Challenges.

Agora Briefing Sheet

Fact/Inference Chart

Justify My Decision

Acremedes the Assemblyman

Breyer, Michelle. (1996) *Interdisciplinary Unit: Ancient Greece Challenging*. Westminster: Teacher Created Materials Inc.

Lesson 3

The Evolution of Democracy

Breyer, Michelle. (1996) *Interdisciplinary Unit: Greece Challenging*. Westminster: Teacher

Ancient Democracy in Athens

Created

Created

Materials Inc.

Venn Diagram

Bruce, Scott (2004)

Chapt. 8: The Gods

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