

# Unit 6: Ancient Greece

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **5-6 Weeks**  
Status: **Published**

## **Brief Summary of Unit**

---

Students will make connections between modern Western society and ancient Greek ideas about government, science, and the arts.

In this unit, students will be able to build on their prior knowledge of ancient civilizations to analyze and assess the accomplishments and advancements of ancient Greece. Not only will students understand the culture and daily lifestyles of people in the Greek city-states, but they will also explore the political impact ancient Greece had on ancient and modern times. Students will experience the various forms of government created in ancient Greece and apply these ideas of government to modern day countries and global issues currently happening in the world. Students will complete various projects throughout the unit to showcase their growth regarding academic independence, specifically with research skills, organization skills, and note taking skills.

Revision Date: September 2019

## **Standards**

---

21st Century and Career Readiness

CRP.K-12.CRP2 - [Practice] - Apply appropriate academic and technical skills.

CRP.K-12.CRP4 - [Practice] - Communicate clearly and effectively and with reason.

CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity

Language Arts /Social Studies Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies  
CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

SOC.6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

SOC.6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

SOC.6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

SOC.6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

SOC.6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

SOC.6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.

SOC.6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

SOC.6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

SEL

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

## **Transfer**

---

### **Essential Questions**

---

What does “citizenship” mean and how has it changed over time?

What is the difference between democracy and authoritarian rule?

What prompted the conflict between Athens and Sparta?

What were the effects of Alexander the Great’s conquests on the spread of Greek culture?

How did ancient Greek cultural accomplishments contribute to its Golden Age?

### **Essential Understandings**

---

Different forms of governments and cultures developed in Greek city states.

The Hellenistic achievements in architecture, math, and science impact us today.

The ancient Greeks planted the seeds that have had a long-lasting impact on Western civilization including the areas of art and architecture, literature, politics, philosophy, and science

The daily lives of men, women and slaves were very different in ancient Greece.

### **Students Will Know**

---

important geographic features in and around modern Greece.

the significance of Greek mythology.

the roles of Pericles and Socrates in the development of Greek culture.

what daily life was like in ancient Greece.

how life was different in Athens when compared with life in Sparta.

the reasons for conflict between Athens and Sparta.

how the conquests of Alexander the Great spread Greek culture.

### **Students Will Be Skilled At**

---

Writing a persuasive argument suggesting which city-state, Athens or Sparta, would be best to live in and why.

Completing a Greek Assembly Simulation: Assign positions within society based on voting rights status. The teacher will be the head of the assembly and will introduce a topic. The topic of debate should be of immediate interest to the students, i.e. shortening the lunch period. Students should reflect on how they felt if they didn't have voting rights. The student reflections should include a comparison to the way representative government was established by the founding fathers.

Giving an oral presentation coupled with a multimedia presentation comparing citizenship in Greece to contemporary ideas of citizenship in the United States.

Creating their own myths and presenting them to the class. Students may prepare artwork, music, costumes, or special props to enhance their presentations.

Writing a news piece imagining they are producing a local news public interest piece about the Olympic Games. Students should focus on the aspects of the games they think the viewers should understand before watching the Olympics on television.

Creating a culminating project that challenges them to create an illustrated children's book describing Ancient Greece. The story should contain five key ideas they think everyone should know about ancient Greece.

### **Evidence/Performance Tasks**

---

Formative - Exit Tickets

Summative - Greece map quiz

Formative - Governments of Greece station activities

Summative -Athens/Sparta persuasive Letter

Formative- Mycenaean & Minoan Skits

Summative - Greece unit test

Students will utilize map skill exercises to identify the important geographical features in and around modern Greece. (Formative)

Students will create a map identifying the important geographical features and modern nations in and around Greece. (Summative)

Assess pre-existing knowledge about ancient Greece and Greek vocabulary. (Formative)

Students will create a glossary of key terms, followed by a key terms quiz. (Summative)

Students will draw a picture to represent a democratic society. The students will supplement their illustration with a written description of a democratic society. (Summative)

Students will create a graphic organizer comparing the political systems of ancient Greece. (Summative)

Students will create a real estate ad for the city state of their choice using the Internet as a research tool. Suggested resources: library databases. (Summative)

Students will make a graphic organizer categorizing the achievements of ancient Greeks in the fields of art, politics, literature and philosophy. Students will provide examples of how the Greeks influenced our society today in each of those fields. (Summative)

Students will evaluate the societies of Athens and Sparta and predict a winner in the Peloponnesian War based on their findings. Students will reflect upon their prediction. (Summative)

Students will complete a wanted poster for the character or characters they think are most responsible for starting the Trojan War. (Summative)

Students will read the “Greek Gods” section from Discover the World of Ancient Greece by Joan Bowden and “Pleasing the Gods” from The Greek News by Anton Powell and Philip Steele. (Formative)

Students will read the article, “When the Games Began: Olympic Archaeology,” from Scholastic Online Teacher Resources, as a class.(Formative)

Students will complete the “Organizer Pattern Timeline” (<http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/timeline.pdf>). Students should go through the Olympics in Photos, and as they click through the photos, they should fill in the timeline with appropriate details.(Formative)

Students will work in cooperative learning groups to produce a script based on the results of their research. (Formative)

Students will map the route Alexander the Great took in his conquests, and evaluate the extent of his empire. (Formative)

Students will participate in a mock Olympics. (Summative)

## **Learning Plan**

---

Greece Map:. Students will label a map of Greece.

Geography of Greece: Students will watch a video that shows the geography of Greece and its effects on the development of its culture. <https://www.youtube.com/watch?v=GLFp3dswToU>

Mycenaeans & Minoans: Students will read Mycenaean and Minoan notes. While reading, students will highlight key ideas. Students will compare and contrast Mycenaean and Minoan civilizations by creating a Venn Diagram.

Mycenaean & Minoan Skits: Students will work with their groups to plan and practice their skits. Students will perform their skits.

Monarchy of Greece: Students will read information about a Monarchy government in Greece Students will take notes. Students will then begin to complete the Monarchy worksheet.

Oligarchy of Greece: Students will read information about an Oligarchy government in Greece, take notes, and complete an accompanying worksheet.

Tyranny of Greece: Students will read information about a tyranny government in Greece, take notes, and complete an accompanying worksheet.

Democracy of Greece: Students will create Greek Democracy notes using information from <https://jacksonmanngradesix.weebly.com/democracy.html>. Students should highlight key ideas/phrases.

Governments of Greece Stations: In groups, students will move from through stations to complete tasks:

Station 1: Government Quizlet Space Race Game to review government characteristics

Station 2: Which Government is Best? writing task

Station 3: Government Memory Match. Flip over the cards to find two matches.

Station 4: Smart Notebook Government Games

Station 5: Athenian Democracy worksheet

The City-State of Athens: Students will read Athens information. Students will complete graphic organizers about life in Athens and the contributions the city-state made to Greek society.

The City-State of Sparta: Students will read Sparta information. Students will complete graphic organizers about life in Sparta and the contributions the city-state made to Greek society.

Athens and Sparta Real Estate Brochure: Students will create a real estate brochure about the government, economy, education, and roles of women/men and slaves in their chosen city-state. They will try to convince

people to move to either Athens or Sparta.

Mythology Study: Students will choose three Greek myths to read and analyze through the Greek Mythology Study sheet.

Greece Unit Test: Students will work independently to complete the test.

Time Warp Trio: My Big Fat Greek Olympics: Students will view Time Warp Trio's My Big Fat Greek Olympics then review the video questions as a class <https://www.youtube.com/watch?v=AX3pO4zBNVU>

Why doesn't Sam go to Greece with Samantha and Fred? What happens to him at the diner? How did Samantha win the discus throw? Who is Plato? Why is Plato his nickname? How does Samantha trick Simplex?

The First Olympics: Students will view a video <https://www.youtube.com/watch?v=jloEzVh31TE> on the first Olympic Games. Students will take notes.

## **Materials**

---

Student textbooks

Technology, as applicable and available

practice maps

laptop/IPAD cart

Postcard assignment and template, geography smart notebook game

Map for quiz and answer sheet, teacher key, CNN clip: [www.cnn.com/studentnews](http://www.cnn.com/studentnews)

Mycenaean and Minoan notes sheets

Greece Quiz #1 review sheet



Greece Quiz #1, answer sheet, and teacher key

Station task cards and materials

Athens Reading, Athens Graphic Organizer with teacher key, Exit Ticket

Sparta Reading, Sparta Organizers with teacher key, Exit Ticket

Sparta vs. Athens Venn diagram

Writing Assignment Directions and rubric

Greece Quiz #2 Review sheet

Jeopardy game for review

<https://jeopardylabs.com/play/greece-quiz-2-review>

Greece Quiz #2 with answer sheet and teacher key

Time Warp Trio video questions and answer key <https://www.youtube.com/watch?v=AX3pO4zBNVU>

**Suggested Strategies for Modifications**

---