

# P.Cert.Ch. 25 Geography and the Settlement of Ancient Greece

Content Area: **Social Studies**  
Course(s):  
Time Period: **September**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

---

This unit is a study of Geography and the settlement of ancient Greece.

## Enduring Understandings

---

Geography of Ancient Greece influenced the settlement of the area.

## Essential Questions

---

How did geography influence settlement and way of life in Ancient Greece?

## Instructional Strategies & Learning Activities

---

Date:	Day 1/2	Day 3/4	Day 5	Day 6
	<p><b>Aim:</b> To understand the location and geographic features of Ancient Greece</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Distribute syllabus and discuss classroom guidelines.</li><li>2. Use Google Drive to organize 10 Question Report materials.</li><li>3. Distribute 10QR</li></ol>	<p><b>Aim:</b> Examine the physical geography of the Greek peninsula.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Review Critical Thinking Questions</li><li>2. Discuss the essential question.</li><li>3. Complete Preview Activity. using TCI</li></ol>	<p><b>Aim:</b> Analyze thematic maps of Ancient Greece; discuss connections between geography and city-states</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Collect signed syllabus. Greece Map Review.</li><li>2. In pairs, complete Visual Discovery Activity. Project Visual 25B. Discuss.</li></ol>	<p><b>Aim:</b> Review geogr Ancient Greece</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Review HW and Visual Discovery A</li><li>2. Complete Proces: Activity. Pair/Share</li></ol>

<p>Checklist and discuss.</p> <p>4. Look at calendar for remainder of year. Students use agenda to schedule the rest of their report. Write dates in Google Drive 10QR Tracking Sheet. Use rest of class to begin steps 1-3.</p> <p>5. Orally read Setting the Stage p. 268-269. Discuss maps.</p> <p>6. Complete Reading Challenge as pretest</p> <p>7. Distribute Unit 5 Geography Challenge.</p> <p>8. Review directions with students. Place check over completed items.</p> <p>9. Complete Geography Skills as guided practice.</p> <p>10. Begin Critical Thinking questions</p> <p><b>Assessment:</b> geography challenge</p> <p><b>Homework:</b></p> <p>Day 1: Syllabus signed by Day 3 Critical Thinking Questions;</p>	<p>presentation. Discuss</p> <p>4. Complete outline map of modern day Greece and surrounding countries in pairs using textbook maps.</p> <p><b>Assessment:</b></p> <p>critical thinking questions; preview activity; visual discovery</p> <p><b>Homework:</b></p> <p>SS Info Sheet Signed</p> <p>Lesson Game</p> <p>Preassessment</p>	<p>2. Read 25.2 &amp; 25.3 and complete in online notebook.</p> <p>3. Project Visual 25C and discuss.</p> <p>4. Pairs read and complete 25.4 &amp; 25.5 in online notebook.</p> <p><b>Assessment:</b></p> <p>visual discovery; C25 notebook</p> <p><b>Homework:</b></p> <p>finish 25.4 &amp; 25.5 in online notebook</p>	<p>collect.</p> <p>3. Complete Crack 1 Code Review.</p> <p><b>Assessment:</b></p> <p>C25 notebook; Pro Activity</p> <p><b>Homework:</b></p> <p>Study for quiz</p> <p>Greece Map quiz in</p>
---	---	--	---

## Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

## Technology Integration

---

Students will create reports using Google Drive.

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

## Interdisciplinary Connections

---

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.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.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

## Differentiation

---

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

#### Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled?* and *How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

#### Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

### **Modifications & Accommodations**

---

IEP and 504 Accommodations will be utilized.

### **Benchmark Assessments**

---

sentence construction

paragraph writing

DBQ

## **Formative Assessments**

---

See assessments listed above.

## **Summative Assessments**

---

See assessments listed above.

## **Instructional Materials**

---

History Alive! textbook series

See materials listed in lesson plans above.

## **Standards**

---

SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
SOC.6.2.8.GeoPP.3.a	Use geographic models to describe how 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.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
LA.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded

	language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
SOC.6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
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.CS3	The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.