

# World History & Geography

## Ancient Civilization

### Grade 6B



Lesson Plans

## **“Ancient Greek Civilizations”**

### **Subject:**

**World History and Geography:** Ancient Civilizations 6B

### **Level:**

Grade 6

### **Abstract:**

Students will learn how the ancient Greek civilization helped to shape Western ideas. They will look at the geography of the region and determine how it has influenced the development of the human story and the everyday lives of the people living in this region of the world. Students will study the differences between the city-states of Athens and Sparta, with particular emphasis on their social, economic, and political structures. They will learn how religion influenced the Greeks. Finally, students will describe the achievements and contributions of these early people and their influence upon later civilizations.

### **Invitation:**

Every two years, either the summer or winter Olympic games are held. The idea for the Olympic Games originated with the ancient Greeks. What else did the ancient Greeks contribute to later people? Our class will study the ancient Greek city-states and be able to answer this question.

### **Situations:**

**Where:** The lesson will take place primarily at school. Computers in the classroom or computer lab will be used. Some of the textbook reading may occur at home as homework. Optionally, some of the research may occur outside the school if students have access to a computer.

**When:** This Social Studies lesson will take place during a larger unit on Ancient Israel, Phoenicia, the rise of Greek Cities and the Olympics, and the Greek Empire. This lesson will follow a unit covering Ancient India, Ancient China, and Ancient Americas.

**How Long:** This lesson will require three weeks to complete.

### **Tasks:**

#### **Task 1:**

Students will listen to the invitation to this lesson.

**Task 2:**

The teacher will conduct mini-lessons on the geography and the political, economic, religious, and social structures of the early civilization of Ancient Greece. If available, the teacher will use videos that explain the geography and the political, economic, religious, and social structures of the early Greeks.

**Task 3:**

To visually represent how long ago the Ancient Greek civilization flourished, students will develop a time line. Using butcher paper, students will mark with explanations a series of dates on a time line. First, students will place the date 700 B.C., which represents approximately the time the ancient Greek city-states were formed. Next the students will place the year 600 B.C., which represents the time when Athens was governed by an oligarchy (rule by a few, usually wealthy, men) and when Sparta experienced a slave revolt. Third, students will place the date of 500 B.C., which represents when many city-states, including Athens, had developed a democratic form of government. The teacher will tell students they will continue to study the Greek civilization in later lessons, which will include the Persian Wars, the Golden Age of Athens, the Peloponnesian Wars, and the Spartan defeat of Athens. Students will continue to add to the time line during these later lessons.

**Task 4:**

Students will read about the geography of Greece in their textbooks and/or other available material supplied by the teacher. Students will clarify and reinforce their understanding of the reading by creating an outline or logical notes.

**Task 5:**

Students will share their outlines or notes with a partner and revise their work as needed. Students will file their work in their lesson folder or notebook to be saved and submitted at the end of the lesson.

**Task 6:**

Students will complete an outline map of Greece. They will identify and label major bodies of water, location of Greek city-states, the Peloponnesus peninsula, and location of mountains. (See the "Map Completion Rubric" attachment.)

**Task 7:**

Using the completed maps, the teacher will facilitate a discussion of the relationships/connections between the geography of Greece and the development of city-states in the region of the Aegean Sea, including the patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

**Task 8:**

Students will read about the rise of Greek cities in their textbooks and/or other available material supplied by the teacher. Students will clarify and reinforce their understanding of the reading by creating an outline or logical notes.

**Task 9:**

Students will enhance their text reading understanding of Athens and Sparta by using the compare-and-contrast organizational pattern. Students will complete the "Worksheet: The City-States of Athens and Sparta" attachment. (See the "Worksheet Answers: The City-States of Athens and Sparta" attachment.)

**Task 10:**

Students will share their outlines or notes and their comparison and contrast of Athens and Sparta with a partner and revise their work as needed. Students will file their work in their lesson folder or notebook to be saved and submitted at the end of the lesson.

**Task 11:**

Students will choose which city-state, Athens or Sparta, they would prefer to live in and why.

**Task 12:**

Students will write a letter to "a hypothetical friend" living in another city-state. Students will describe the everyday life in their city-state.

**Task 13:**

Students will share their draft letters with a partner who will read and offer suggestions. Students will revise their work as needed. Students will use the Word feature "Track Changes" to visually see the scope of revisions between their draft and final letters and revise letters. (See the "Step Sheet: Tracking Changes in Word" attachment.)

**Task 14:**

Students will submit the revised letter to the teacher for evaluation. (See the "Written Letter Rubric" attachment.)

**Task 15:**

Students will prepare to participate in a class "Olympic Games." (See the "Handout: Olympic Games and Research Guide" attachment.)

**Task 16:**

The class will be divided into five groups. Each group will be competing in the games by researching and presenting the topic assigned to their group. The topics are: 1) Food, 2) Art and Architecture, 3) Religion – the gods and goddesses, 4) Sports – Events at the ancient Olympic Games, 5) Music and Literature.

**Task 17:**

Students will use the Internet, school library, and other materials available to learn more about their assigned topic.

**Task 18:**

In pairs, students will research and maintain a log of facts and information sources including URLs.

**Task 19:**

On the day of the class "Olympic Games," each group, representing themselves as competitors, will march into the classroom in their individual group and circle the classroom. The teacher will provide musical accompaniment. (See Resources for suggested sources.)

**Task 20:**

Before the beginning of the class period, one student from each group should be chosen to help light the torch. The teacher will have a flashlight available that the students carry to the front of the class. The torch will stay lit throughout the class period.

**Task 21:**

Each group will compete by making a presentation that the teacher will judge. (See the "Oral Presentation Rubric" attachment.)

**Task 22:**

The teacher will present awards to each group for completion of the games. The teacher can make cardboard medals with ribbons and hang the metals around each competitor's neck. Classification of awards will be the teacher's discretion. See Tip #4.

**Task 23:**

The flashlight torch will be extinguished, marking the end of the games.

**Task 24:**

The students, in their respective groups, will circle the classroom and quietly exit. The teacher will provide musical accompaniment.

**Interactions:**

**Full Class:** The teacher will provide mini-lessons and videos throughout the lesson that address the geographic, political, economic, religious, and social structures of the ancient Greeks. The teacher will initiate full-class discussions after each mini-lesson. The teacher will encourage small-group brainstorm and discussions on assigned topics. The teacher will provide guidance during research and facilitate the running of the Olympic Games.

**Partners:** Partners will peer review and edit class notes, reading outlines, and letters. In pairs, students will research assigned topics. In small groups, students will organize Olympic Games presentation.

**Individual:** Each student will participate in class discussions, listen to the teacher and other students, read assigned materials, complete an outline map, write a letter, complete a log of facts learned through research of assigned group topic, participate in group Olympic Games presentation, and work cooperatively with assigned group.

**Standards:**

History-Social Science: Grade 6 Ancient World

6.4: Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece:

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from Aesop's Fables.

8. Describe the enduring contributions of important Greek figures in the arts and sciences.

English-Language Arts: Grade 6

Reading

*Structural Features of Informational Materials*

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

*Comprehension and Analysis of Grade-Level Appropriate Text*

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Writing

*Organization and Focus*

1.1 Choose the form of writing (e.g., personal letter) that best suits the intended purpose.

*Research and Technology*

1.4 Use organizational features of electronic text (e.g. bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Written and Oral English Language Conventions:

*Sentence Structure:*

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

*Grammar:*

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

*Punctuation:*

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

*Capitalization:*

1.4 Use correct capitalization.

*Spelling:*

1.5 Spell frequently misspelled words correctly.

Listening and Speaking:

2.2 Deliver informative presentations:

b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources.

**Assessment:**

- "Map Completion Rubric:" To be used by the teacher to determine the student's understanding of the geography of the region.

- "Worksheet Answers: The City-States of Athens and Sparta Comparison:" To be used by the teacher to guide students toward understanding similarities and differences between two important Greek city-states.
- "Written Letter Rubric:" To be used by the teacher to determine the student's understanding of life in either Athens or Sparta.
- "Oral Presentation Rubric:" To be used by the teacher to assess student understanding of the topic, ability to organize, and ability to present information.

**Tools:**

- Microsoft Word
- Internet browser
- Butcher paper, poster board, drawing supplies
- Scanner for placing pictures and art work into PowerPoint multimedia application
- Video camera
- Digital camera

**Project Tips and Alternatives:**

**Tip #1:**

When editing and revising work using computer applications, remind students to save work often.

**Tip #2:**

Awards for Olympic Games competition can be the "Best Performance to Please (a specific god)." Some gods to choose from are Zeus (ruler of the gods), Poseidon (the ocean), Apollo (sun, music, healing), and some goddesses to choose from are Athena (wisdom), Aphrodite (love), and Hera (wife of Zeus).

**Tip #3:**

The teacher can take digital pictures or make a class video of the Olympic Games and then show to the class.

**Tip #4:**

The teacher can post student presentations on the class web page if available.

**Tip #5:**

If time allows, students can read grade-level appropriate versions of Greek mythology and epics, such as Homer's *Illiad* and *Odyssey*, and from Aesop's Fables.

**Attachments:**

- "Map Completion Rubric"
- "Worksheet: The City-States of Athens and Sparta"
- "Worksheet Answers: The City-States of Athens and Sparta"
- "Step Sheet: Creating a New Document"
- "Step Sheet: Tracking Changes in Word"
- "Written Letter Rubric"
- "Handout: Olympic Games and Research Guide"
- "Oral Presentation Rubric"

**Web Resources – Content:**

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

**Web Resources – Word:**

A list of [linked web resources for Word](#) can be found on the Word Resources page.

**Assistive Technology:**

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.