Ancient Greece Lesson Plan

Content Benchmarks and Learning Objectives:

• SS.8.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
• SS.8.W.3.3 Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
• SS.8.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.

Essential Questions

1. How did democracy develop in Greece?
2. How did Athens and Sparta differ?
3. What were the causes and consequences of the Persian War?
4. What were the causes and consequences of the Peloponnesian Wars?

Key Vocabulary

polis, acropolis, agora, direct democracy, oligarchy, tyrant, ephor, Cyrus the Great, Xerxes, Marathon, Thermopylae, Athens, Sparta, Pericles, Peloponnesian War, Persian War, Homer

Materials Needed:

• Promethean or SMART board
• Attachment A: Lesson opener
• Attachment B: Ancient Greek Democracy
• Attachment C-1: G.R.A.P.E.S of Civilizations
• Attachment C-2: G.R.A.P.E.S graphic organizer
• Attachment D: War Graphic Organizer
Steps to deliver the lesson:
1. Introduction/Hook: Project Lesson Opener- Attachment A on the board. Instruct students to analyze the political cartoon and write down what they learn about Greek democracy. (Use the OPTICS strategy provided below to analyze the political cartoon.) Have students share their answers. Next, ask students the following question:
   - Are there any similarities between Greek democracy and American democracy?

Have a few students share their answers. Then communicate to students that the earliest democracy evolved from Ancient Greece.

OPTICS:
   O: What objects do you see?
   P: What people do you see?
   T: What time period do you think it is?
   I: What inferences can you make?
   C: What conclusions can you reach?
   S: So what? What message does the image send?

1. Activity 1: Have students read pgs. 180-181 in the textbook: McGraw Hill Discovering Our Past: A History of the World. While reading, discuss the key terms and concepts from the reading. They may work in pairs or small groups to complete the reading. Next, have students complete attachment B- Ancient Greek Democracy. Then have students share their responses whole group.

2. Activity 2: Either whole group or in small groups, have students read pgs. 183-189 in the textbook: McGraw Hill Discovering Our Past: A History of the World. Use appropriate reading strategies based on class size and students’ reading levels. Project or distribute attachment C-1: G.R.A.P.E.S of Civilizations. Explain to students that G.R.A.P.E.S is an acronym used to analyze the characteristics of civilizations. Briefly review the different characteristics with students. Next, divide students into groups of 3-4 and assign each group either Athens or Sparta. Instruct students to fill out attachment C-2: G.R.A.P.E.S Graphic Organizer. As groups are working, walk around to assist groups which are having difficulties. Once all groups are done, have students share their responses with the class.

3. Activity 3: On the board, create a cause and effect T chart, similar to the one below.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
</table>


Then have a brief discussion with students about conflicts/wars. Ask students for general causes and effects of conflicts/wars. As students share, list their responses on the T chart. Next, divide students into groups of 3-4 and assign each group either the Persian Wars or Peloponnesian War. In small groups, have students read from the textbook: McGraw Hill *Discovering Our Past: A History of the World*. Groups assigned the Persian Wars will read pgs. 193 -197 and groups assigned the Peloponnesian war will read pg. 202 – 205. Once groups have completed reading, distribute attachment D- War Graphic Organizer and have students complete the graphic organizer as a group. When groups are done, have students share their responses with the class.

4. **Lesson Closure:** As an exit slip, have students list on a sheet of paper 3 things they learned, 2 things they found interesting and 1 question they still have.

**Optional Extension Activity/Home Learning**

Have students research a Greek city-state and create a travel brochure. Some suggested topics to include in brochure are:

- Name of City-state
- Geography
- Brief history- to include important leaders and major events
- Culture- important events, food, etc.
- Significant landmarks
- Pictures

**Technology Integration**

The following websites provide additional resources that can be used for teaching about this time period:

- Ancient Greece:  
  [https://www.history.com/topics/ancient-history/ancient-greece](https://www.history.com/topics/ancient-history/ancient-greece)

- Ancient Greece:  
  [https://www.ancient-greece.org/](https://www.ancient-greece.org/)
Greek Democracy

What can you learn about Ancient Greek democracy from examining the political cartoon?
Ancient Greek Democracy

Directions: Use pp. 180-181 in your textbook to complete the graphic organizer and answer the questions below. On the back of this sheet, please draw a picture or symbol that represents Greek Democracy.

Think 🌞: How did Greek city-states apply democracy? How did they limit democracy? 
________________________________________________________________________________ 
________________________________________________________________________________ 
________________________________________________________________________________
G.R.A.P.E.S. of Civilization

**Religion**
- Beliefs systems
- God(s)/ Holy Books/Holy Days
- philosophies
- practices
- sacraments
- Conversion

**Accomplishments**
- Cultural artifacts
- Art, Music
- Writing, Literature
- Education
- Intellectual movements
- Inventions/innovations
- Technology

**Politics**
- Empires/Rulers
- Forms/ types of Government
- Revolts/Revolutions/Wars
- Diplomacy, Treaties
- Courts, Laws
- Expansion

**Social Structure (Society)**
- Social Classes
- Gender Roles
- Inequalities/ Life Styles
- Family/Kinship groups
- Racial/Ethnic groups

**Economics**
- Type of economic system
- Capitalism/Barter
- Type of business/ industry
- Trade/Currency
- Agriculture/Industrialization
- Labor movements/ organizations

**Geography**
- Regions/ Locations
- Human population
- Migration of people
- Human Interaction with Earth
- Urbanization/ cities
- Land management

**Name of Civilization:**

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G.R.A.P.E.S. of Civilization

Directions: Please list 2-3 characteristics of the civilization in the appropriate boxes below.
War Graphic Organizer

Directions: Please complete the graphic organizer below by writing 2-3 details for each section.