

**Lesson Plan: Ancient Greece**

**Subject: World History**

**Grade: 9**

**CBC Connection:**

IB3: Trace the origin and development of classical Greek Civilization, placing emphasis on the role of geography in its development.

IB8: Explain the significance of geography in the development of civilizations and nation states.

IIB5: Discuss and analyze factors which discouraged unification among the Greek city-states.

IIIA10: Explain the responsibilities of citizens in a democracy.

**Next Generation Sunshine State Standards:**

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish Cause and Effect relationships of historical events.

**Overview :**

Ancient Greece was not a unified nation, but a collection of Greek city states and colonies concentrated in mainland Greece, but spread throughout the Aegean Sea, Asia Minor and Italy. They shared a common language, religion and culture, and like the Phoenicians, were a sea-faring as well as an agriculturally based society. The recorded history of Greece begins about in 800 BCE with the individual stories of some of the most important Greek city States, including Sparta, Athens, Corinth and Samos. The Persian War, a watershed in Greek history in which a collection of city-states arose to defeat the invasion of a far larger and wealthier empire. The battles of the Persian War are some of the most inspirational in the history of warfare and thus need to be part of Ancient Greece Curriculum.

This Unit of study will therefore seek to examine and understand these issues, so students are able to understand how differences among cultures, is about broadening your horizons about other peoples and societies that are not so familiar, yet had a profound impact in some cases on their development. Students will also acquire important information on how limitations that one culture experienced allowed another to thrive and how the legacy of Greek culture is still evident all around us today.

### Essential Questions

1. How did the geography of Greece affect Greek History?
2. What role did Homer's writings play in the lives of Greeks?
3. Why was "The Dark Age of Greece" considered "Dark?"
4. How did Athens and Sparta differ?
5. How did Pericles expand the involvement of Athenians in their democracy?
6. Why was trade highly important to the Athenian economy?
7. What is meant by the phrase "The Age of Pericles?"
8. What role did religion and mythology play in Greek Culture?

### Key Vocabulary

polis, acropolis, agora, democracy, oligarchy, Aristotle, Socrates, Plato, epic poem, Byzantium, ephor, Athens, Sparta, ostracism, rituals, Delphi, Gulf of Corinth, Tragedies, Socratic Method, Herodotus, Parthenon, Alexander the Great, Troy, Peloponnesian War, Homer, Illiad, Odyssey, Macedonia, Phillip II, Hellenistic Era

### Lesson Objectives :

#### **Students will:**

- Explain the influence of geography on the development of independent city-states
- Define city-state and how Sparta and Athens differed
- Describe the roles of Persian and Peloponnesian wars in Greek History
- List the contributions of the Greeks to Western Civilization

## **Evidence of Student Understanding (Assessment) in this Lesson:**

### **Formative Assessments**

1. Athens and Sparta Comparative Chart or Venn diagram
2. Essay justifying in which city-state students would rather reside
3. Students will also be formally assessed based upon classroom discussions and activities. (See Activities Below)
4. Exit Slips

### **Summative Assessments**

1. The primary summative assessment is the end of unit exam consisting of multiple choice, short answer, and essay questions.
2. The project and essay can also serve as a secondary summative assessment.

### **Materials Needed:**

- Internet Resources
- Books, Magazines and other resources made available by the school site
- Internet Access
- LCD Projector
- Overhead Projector
- Maps of Eastern Hemisphere
- Colored Pencils
- Blank White Paper
- Comparative Chart Template or Venn Diagram
- Pericles Funeral Oration Excerpt

**Duration: 6 Class Periods or Three Blocks (315 Minutes)**

### **Steps to Deliver the Lesson and Activities**

1. **10 Minutes** Bell Ringer: Have students define democracy. Have students write briefly on what makes the United States a democracy. Are there any ways that the US is not democratic in its true definition.
2. **20 Minutes** Part One: The Geography Of Greece

- Provide Students with a Map of the Eastern Hemisphere.

<http://www.worldhistorymaps.info/maps.html>

- Have students create a map illustrating the spread of the Greek Empire throughout the various periods in Greek History. Also have students label other topographic features (water, mountains, etc)

Minoan Period  
 Mycenaean Period  
 Hellenic Period  
 Hellenistic Period

3. **20 Minutes** Have students read the excerpt of Pericles Addressing Athens during his famous Funeral Oration-

Spielvogel, World History, Florida Edition Page 108, A story That Matters- ( See Attached) and answer the following questions:

- How long ago did this story take place?
- What was the purpose of the ceremony?
- According to Pericles, why is Athens called a democracy?
- What portions of Athenian Democracy align themselves with the constitution?

4. **20 Minutes** Have students complete a comparative Chart or a Venn diagram analyzing Elements of the two most well known Greek City-States, Athens and Sparta.

	Population	Role of Women	Education	Cultural Achievements	Military	Government	Social Structure	Religion	Important Laws
Athens									
Sparta									

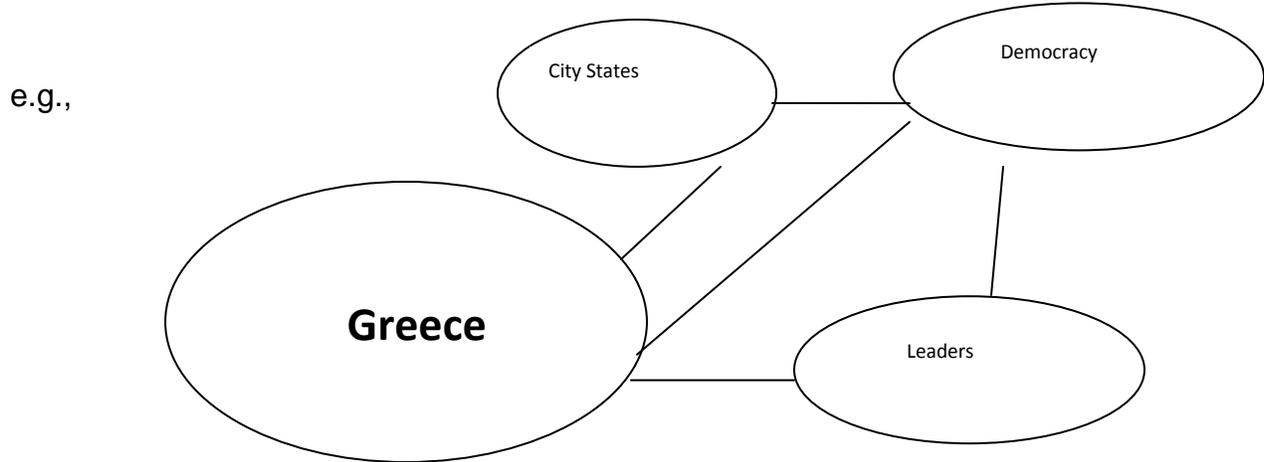
5. **30 Minutes with Debate** Upon completion of the chart, students must write an essay in which they explain and defend which city-state that they would rather

reside. You can even divide students up depending on which city-state they chose and have a class debate.

6. **55 Minutes** If accessible have students create a Travel Brochure on one of the ancient Greek City-States using Microsoft Publisher, you can also have students use blank white paper. Many at this point will be comfortable with Athens and Sparta, however, any city-state would be acceptable at any point in Greek History. This can be an independent or group project. The student's goal is to "sell" their city-state. Students should highlight cultural activities, sports (Olympics), architectural designs, important places to visit, educational sites, schools, types of homes that can be found, road systems, etc.
7. **30 Minutes** The teacher at this point should instruct students on various elements of Greek History. This would also be a good juncture to review many of the issues that have been presented: including democracy- (then & now), Pericles' Oration, City-States of Athens and Sparta and their accomplishments. At this juncture, shift student's focus onto the military prowess of Ancient Greece, paying careful attention to the Peloponnesian and Persian Wars.
8. **30 Minutes** Students can create a Cause and Effect chart comparing the Persian and Peloponnesian Wars. Students should also be able to summarize the major events of the wars and identify the major players on each side. In the aftermath of completing, have a class discussion on the wars. How might this have been avoided? Is there a relationship between these wars and the current war the US is in now. ( see activity below)
9. **5 Minutes** Have students create an exit slip. Give them a cause within the war and have them identify the effect. e.g., Sparta helps Athens in the Persian Wars. Effect: \_\_\_\_\_
10. **40 Minutes** On your final days or final block covering Ancient Greece (100 minutes remaining) have students read the National Geographic Special Report on the Myth of the Iliad. This should bring forth some interesting discussion questions on the significance or oral traditions and literature as the validity and reliability of historical sources. Further discussion can also be fostered with conversation on Greek Mythology and the significance that it played in Greek history. Spielvogel, World History, Florida Edition Pages 134-137. See Attached. Have students answer various questions that are proposed in the special report.
11. **30 Minutes** The final part of this lesson plan will have the students examining the Legacy of Alexander the Great. Students will create a newspaper article that is to be included in a commemorative edition of a historical newspaper, honoring

great leaders in history. Students should explain his achievements and ultimately how he changed Greek culture as Hellenistic culture was quite different from early Greek history. Students can either use the text or research information regarding Alexander using online resources.

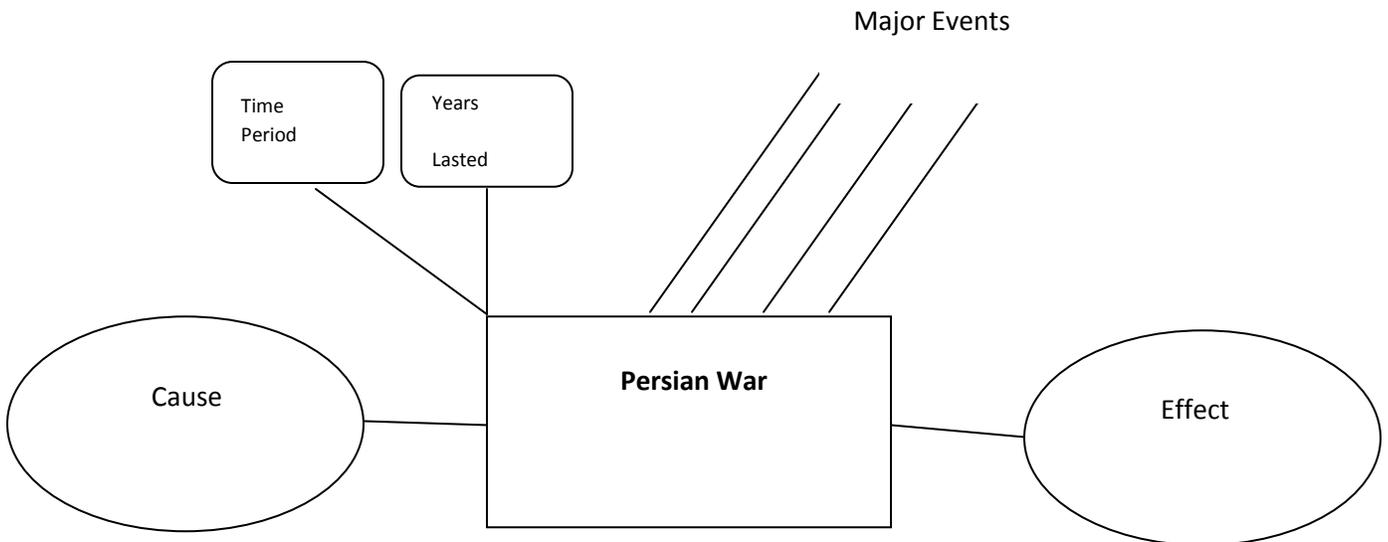
**Summarizing Activity- 25 Minutes**-Have students work in groups where they will create a Concept Web on Ancient Greece. The must show connections between each of the elements that they link. On the line they draw to link them- have students explain the connection. Students would then connect Greece with city states- democracy- and Leaders. However they would also have to explain the relationship between city-states and democracy, as well as democracy and Leaders. With 3-4 students working on the concept web, students should be able to review much of the information that had been discussed on Ancient Greece.



**Activities:**

**Greece**

**1. Cause and Effect- Persian & Peloponnesian Wars**



### **Differentiated Instruction Strategies:**

Students who are identified with learning disabilities can be provided with information before the implementation of the lesson. If ESOL students are present in your classroom, provide students with annotated copies of the material. For those students who are more advanced allot them opportunities to assist with other students. Furthermore, activities outlined in this lesson plan, serve multiple learning styles and thus various student interests, ranging from linguistic, visual/spatial to logical

### **Technology Integration:**

Lesson plans on ancient Greece: an examination of culture

<http://www.discoveryeducation.com/teachers/free-lesson-plans/reflections-of-ancient-greece.cfm>

Lesson plans on Ancient Greece

<http://edsitement.neh.gov/lesson-plan/sophocles-antigone-ancient-greek-theatre-live-antiquity>

Greek Mythology games and instruction

<http://www.mythweb.com/teachers/tips/tips.html>

Interactive learning games for study and analysis of Ancient Greece

<http://www.carlos.emory.edu/ODYSSEY/GREECE/welcome.html>

Ancient Greece Think Quest: Educational Foundation

<http://library.thinkquest.org/17709/>

National Geographic Ancient Greece Lesson Plans

<http://www.nationalgeographic.com/xpeditions/lessons/17/g912/greece.html>

Collection of web-sites offering information on Ancient Greece

[http://www.besthistorysites.net/ancientbiblical\\_greece.shtml](http://www.besthistorysites.net/ancientbiblical_greece.shtml)

### **Lesson Closure:**

In order to engage students in summarizing their learning, students will synthesize learned information, skills and processes by writing an exit slip. An exit slip can be a one sentence summary of what students learned. Other uses may include but are not limited to answering a review question, pose a question related to topic studied, make a short list of facts learned, set a goal for the next day of class, etc. Prior to providing students with exit slip be sure to decide what its purpose will be (and whether or not this will be a type of formative assessment). During the last 5 minutes of class inform students about the purpose of the task associated with the exit slip. As students exit your classroom, collect their exit slips. This will serve a dual purpose, as they will assess your own teaching and will often indicate whether or not students understood the material presented.

In addition as part of the lesson closure for this Unit, have students explain their concept webs, as you highlight and reinforce important features that the students have brought forth.