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| **Grade Level:**  Socials 7 IB MYP (Middle Years Program) | **Theme for the Year:**  Exploring the lives of people through the eyes of different civilizations around the world. | | **Corresponding textbook:**  Ancient Worlds: Outlooks 7 |
| **Unit Title & Number:**  Unit 8: Ancient Greece—  More than a Trojan Horse | **Unit Critical Question(s)/Challenges:**  What are the legacies of Ancient Greece? | | **Corresponding chapters:**  Chapter 8 Greece: Searching for the Good Life |
| **Unit Rationale**  Understanding the life of Ancient Greeks can indicate to students the start of many ideas that have evolved into highly useful subjects in modern day life (from the birth of democracy to the creation of currency and medicinal practices). But most importantly, how culture and their ties to living a good life links together multiple city-states into a nation called Greece. | | | |
| **Unit Prescribed Learning Outcomes:**  ***Ministry Outcomes Addressed***:  A3 Compile a body of information from a range of sources  B2 Analyze social roles within one or more ancient civilizations  C2 Assess how ancient systems of laws and government have contributed to current Canadian political and legal systems.  D1 Describe various ways ancient peoples exchanged goods and services  D2 Assess ways technological innovations enabled ancient peoples to: adapt to and modify their environments, satisfy their needs, increase exploration and trade, and develop their cultures  E1 Assess how physical environments affected ancient civilizations  ***International Baccalaureate MYP Objectives Addressed***:   * Students will learn basic knowledge in context * Students will learn how systems, models and institutions operate * Students will learn about social structures & control * Students will understand the complex, dynamic nature of systems * Students will be made aware of the rights & responsibilities within systems * Students will develop appropriate strategies to address issues * Students will formulate clear, valid, sound arguments * Students will demonstrate understanding of content knowledge through the use of examples * Students will describe aspects of people in past societies * Students will recognize and explain the similarities & differences that exist between people and places throughout time | | **Unit Objectives:**  Students should be able to:   1. Compare and contrast life in Ancient Greece with life in modern day society. 2. Understand the geography of Greece and how it affected the rise and fall of their civilization. 3. Research and explain the role of warfare played in their culture. 4. Explore the roots of democracy as a system of government. 5. Reflect on daily life in Ancient Greece. 6. Consider how the Greeks were influenced by religion and mythology. 7. Consider the attributes of leadership which allowed for empire-building 8. Develop note-taking, and citing reference skills | |

**Traditional - Unit Planning Course: Social Studies 7 Topic: Ancient Greece Dates: February 3rd, 2014 – April 11th, 2014**

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| **Lesson Number & Dates** | **Topics/Questions/**  **Objectives** | **Activities** | **Resources** | **Assessment tasks** |
| **ONE**  (2/4/2014) | **Topics:**  1) Teacher Introduction/ Ancient Greece Intro.  2) Home Life in Ancient Greece  **Critical Questions:**  What makes Ancient Greece “*Ancient Greece*”?  Compare the living habits of an Ancient Greek to your own behaviors at home.  **Lesson Objectives**:  Students will be able to compare city life in Ancient Greece with modern day Vancouver.  Students will be able to critically think of what kinds of content they might want to learn about Ancient Greece.  Students will engage in both group and individual work that will be shared with other members in the class. | Teacher will give an introduction about himself and what he would like to do in the time he is teaching. This includes Tip of the Day, Expectations, Rewards, and Vocab/Two column charts. (10minutes)  Ancient Greece Brainstorm. Each group will be given a piece of chart paper and some coloured markers to illustrate and write what they know already about Ancient Greece. **No electronic device activity**.(15 minutes)  A discussion + pooling results take place afterwards with randomized student representatives from each group to talk about what they’ve come up with. (15 minutes)  Finishing off the Know-Wonder-Learn activity by letting students know that they’ve come up with a bunch of knowledge they already know. Now working individually they must devise a question on what they wonder about Ancient Greece. Share with the rest of the class. (10 minutes)  Next, tell students the Greeks loved “the good life”. What does good life mean to students today? What do they do for fun?  Class feedback with direct instruction from the teacher. (5 minutes)  Finally, ask for volunteers in a read aloud activity on page 156 that describes a typical city in Ancient Greece. After reading the teacher assigns an individual activity where students draw and label a diagram of the city as described in the textbook. Colour as they see fit. (20minutes).  Last 10 minutes closure: How does this picture of a city compare with the City of Vancouver? | Laptop/Tablet + Connector  Projector  Whiteboard  Paper + Colouring Pencils  Post-it notes | **Formative Assessment**:  (Assessment for Learning)  With the extended/modified Know-Wonder-Learn section, the teacher can gauge what the students know about Ancient Greece already to adjust how future lessons will be taught. (If the majority of students know a certain concept, the teacher will likely adjust to focus more on how that concept relate to a connecting idea. This is strengthened through the acknowledgement of what the students wrote for their wonder section so the teacher knows what to emphasize.  Through a diagram drawing activity, the teacher will discover how well the students interpret written text.  Through oral activities the teacher will know how well students are thinking and can come up with more scaffolding type questions to encourage development. |

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| **TWO**  (2/6/2014)  (2/11/2014)  Half Block | **Topics:**  1) Home Life Continued  2) Art and Religion  **Critical Questions:**  How is gender equality and human rights managed in Ancient Greece?  How are each of the Greek Gods related to each other?  **Lesson Objectives**:  Students will acquire a new way to learn how to organize information when taking notes (chart making).  Students will engage in a discussion/debate to identify issues on slavery and gender inequality.  Students will be able to critically think of the distinguishing features of Greek architecture and why it is successful when built that way.  Students will understand the Greek Gods Family Tree. | *Hook*: <http://www.youtube.com/watch?v=RtyqS68ViWk>  Time lapse video of a person from birth to 12 years old. (3minutes)  Discuss with class why they think I showed the video. They should be able to deduce today’s topic. Ask the class what the implications are for this person as they became older. Well-fed vs. poorly fed? How can you tell? (7minutes)  Transition into asking the class to turn to Pg. 156-159 in Ancient Worlds text. Have volunteers be designated readers through the pages. Simultaneously, teacher pauses the class at significant points and proceed with an interactive chart making session with the class. Showing the class how to organize information into their specified categories the teacher teaches a note-taking strategy. (20minutes)  Slavery & Women’s Rights Discussion: 4 Corners Activity—Agree, Strongly Agree, Disagree, Strongly Disagree. After discussion ask to see if any classmates’ opinions changed and ask them to move. (10minutes)  New topic about Art and Religion. Ask: How many people know what Greek art looks like? What is art? What makes something Greek? Quick brainstorm.(5minutes)  Direct instruction based on page 169-170 in the textbook about the arts of theatre, drama, music, and architecture. (10minutes)  Transition into religion. Hand out a list of Greek Gods and in their groups + electronic devices construct a family tree onto the provided chart paper. (20minutes)  10 minutes Closure: Reconvene with the class and check their answers by drawing out the correct family tree step by step. Students will fix as needed. Post image on website so class has access to it during their stations activity in future lessons. | Laptop  Projector  Internet  Chart paper with markers/ coloured pencils  Ancient worlds textbook  Greek Gods list | **Formative Assessment**  Teacher will go around checking their copied versions of the chart created in class together. This is an assessment for learning approach to see how fast students can copy down information as well as understand how to read the information they’ve copied down.  Students will also be formatively assessed on how they can debate about a controversial topic such as slavery or gender inequality. It shows the teacher how much evidence a student can use to argue a certain side.  Students will be formatively assessed on how accurate their researching skills are when working as a team to put together a family tree of the gods. |

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| **THREE**  (2/12/2014) | **Topic:**  Technology  (Cooperative Learning)  **Critical Question:**  How do we define the word technology different when comparing today to Ancient Greece?  **Lesson Objectives:**  Students will be able to:  1) Understand the major differences on what we define to be technology today vs. technology in Ancient Greece.  2) Get a chance to have a hands-on interpersonal activity where they engage in a word bank to organize the different types of technology or people that appeared in Ancient Greek times. | *Hook:* Mr. Chau’s Tip of the Day. When taking notes or writing down important information, use different coloured pens to bring out the different points you want to highlight. It makes studying for something easier!  **Intro:** Review from Last Class.  **Transition into:** Technology in Greece**.** Teacher writes the word technology on the whiteboard. Holds up a cell phone and calls it technology. Asks the class to brainstorm other forms and come up with a definition for “technology”.  **Body:**  **Form: Pair Drawing Activity**  Tell the students that underneath their desks is a piece of paper stuck to the bottom. Tell the class the remove the piece of paper and get into groups of 2 at their tables and do the activity. The activity involves students instructing each other to draw a certain piece of modern day technology with the instructor not being able to use the actual word when telling their peer what to do. When one person is done, switch roles.  **Form: Class Discussion 1**  Introduce the topic “Ancient Greece” on the board. Ask the class to come up with things that can be called technology in Ancient Greece.  **Form:** **Class Discussion 2**  Teacher will reconnect with the class and pool results created from each pair. The students together will come up with a new definition for “technology” that applies to Ancient Greece.  **After brainstorm:** Teacher writes the categories: Tools, Infrastructure, Techniques, Academics, Weapons, The Sea on the board.  **Form:** Category Organization Activity.  Each group will get a bag/envelope of words that are associated with Ancient Greek technology. Together, the group members will have to sort out the words into the 6 mentioned categories.  **Form:** Gallery Walk + Discussion  Teacher asks the class to stand up and perform a gallery walk to see what other groups have come up with in the same activity. Teacher then reconnects with the class after they’ve had a chance to see every other group’s work. Writes the categories on the board and debates with the class on the appropriate place to put each word. Then the teacher will reveal the answers he’s come up with.  **Closure:** Reflection Worksheet  Each student will be given a reflection worksheet to review their performance in today’s learning. (See below). | Word Bank  Student Access to the Internet  Textbook  Technology of Ancient Greece Book  Tables in groups of 4  Whiteboard/Computer + Projector for pooling  Slips of paper stuck underneath students desks | **Formative Assessment:**  Students will be assessed on their ability to teach others about how a certain piece of technology looks like in modern day society. It is important to use a fun activity to make sure students know what technology is and means in modern day society before moving on to the past.  The final activity focusses on two of the 5 elements of cooperative learning: positive interdependence, and promoting social skills. This activity challenges interdependence because each group only has one set of resources. They are required to work together to sort the words out by drawing upon background knowledge and research materials. It is flexible around a variety of student preferences. For those who like reading in paper more than electronically, they can use the textbook to properly help them with some words, whereas others can find harder terms on the internet. Assessment for learning takes place because teachers can observe the activity between each group. A strategy for the teacher is to change the seating plan before this class to enhance the productivity of each group for this exercise.  Finally, the teacher ends the class with a reflection activity to promote assessment as learning where they not only evaluate themselves, but also others in their group to help get the students thinking of what to improve on in future cooperative learning activities. |

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| **FOUR**  (2/14/2014) Half Block | **Topic:**  Land and Resources  (Geographical Thinking)  **Critical Question:**  What advantages and disadvantages does Ancient Greece have about its surrounding geography?  **Lesson Objectives:**  Students will be able to realize the connection between the geography that a city-state is located in and the animals and resources that are available around them.  Students will be able to connect how being surrounded by a body of water can influence its industry in shipbuilding that leads to transportation of fish and people that leads to trading with other nations. | *Hook:* Mr. Chau’s Tip of the Day. Get at least 8 hours of sleep! Because when you get older you’re going to regret you didn’t sleep more.  Intro: Think the Bigger Picture!  Last class we’ve talked about Technology within a home. In the beginning of the unit we’ve talked about how a city looks like in Ancient Greece. How about now? Now we need to think where is the city located in! Is it beside the water? Is it beside a mountain? Is it alone? Or is there another neighbouring city nearby? (10minutes)  Body: Map Activity  Using the information and the map on page 152-153 students can try to answer the worksheet to the best of their ability. (10minutes)  Class Discussion  Teacher will pool the results on the advantages and disadvantages that the class came up in the worksheet activity. (What kind of crops can we grow?) (What kind of animals can we raise?)  **Second Task:** Connect this idea with the shipbuilding industry. Positives being build ships to travel and catch fish. Negative to build warships to defend against invaders into their territory. (10minutes)  Closure: Connecting Ideas  When we talk about the geography of the country, we see lots of water. When we talk about the water we talk about ships. When ships aren’t built for war, they are used to transport people and goods. This is what leads us to the topic of trade.  **Questions Asked:** What is trade? How do we trade? What do you think we use to trade? Who do we trade with? Why do we trade?Touch base briefly on this idea because next class we’re going to play a game. (10minutes) | Ancient Greece Map Worksheet  Textbook  Chart Paper and Writing Utensil  Computer and Projector | **Formative Assessment**: Students will hand in their worksheets for formative assessment. The pooled results that the class came up with are verbal acknowledgement of understanding. When the teacher tries to connect ideas within this short class, they will ask many scaffolding questions with pauses between connections to see if the students can jump in to make the connection. |

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| **FIVE**  (2/18/2014) | **Topic:**  Economy and Industry  **Critical Question:**  How can methods used in ancient times be applied in today’s society?  **Lesson Objectives:**  Students will be able to understand that continuity and change can coexist together that are classified by turning points in history that may contain progressive or declination trends.  Students will use primary and secondary sources to attempt an explanation on the changes we see in a given period of time in Ancient Greece and apply that knowledge with a trend happening in today’s society. | *Hook:* Mr. Chau’s Tip of the Day: (Keep your desk/workspace clean so you can lay out your stuff and easily grab the things you need to help you complete your assignments in school!)  **Form:** Trade Review Discussion  **Questions to ask:** Who remembers one of the negative sides of the land in Greece? (Small amounts of farmland available in each city state) What did they do to solve their problem? (Conquered more land or traded with neighbouring nations.) How did they trade? (The Greeks built ships and went along a sea route.)  **Transitions to:** Bartering System. (i.e. “Today we’ll be experiencing how people actually traded in Ancient Greek times.”)  **Form: Photo Analysis (**[**http://upload.wikimedia.org/wikipedia/commons/0/05/Barter-Chickens\_for\_Subscription.jpg**](http://upload.wikimedia.org/wikipedia/commons/0/05/Barter-Chickens_for_Subscription.jpg)**)**  Display a picture of bartering system and ask students what is going on in the picture. What are the two people doing? What do you see in the background? Where are they? What are they exchanging? What is this form of system called?  **Form:** **Class Discussion**  Brainstorm with the class what they remember from the Mesopotamia Unit about the barter system and list some advantages and disadvantages of having it.  **Key Points Covered:** Barter system works well only when there is a demand for each other’s product. Barter system can troublesome when handling large transactions. Bartering allows for better deals and easier bargaining.  **Form:** **Pair-Teach Activity**  Come to a consensus with the class agreeing that there are more disadvantages in the barter system than advantages. Split the class into two sections and have one side read a page about mining and have the other class read about currency. Then have the currency half of the class form an inside circle while the mining section of the class form an outside circle. Have the mining section teach the students about what they’ve read first and then reverse the roles.  **Form:** **Worksheet**  Get the class to grab a worksheet and sit back in their seats to work on them. Students are allowed to re-read the sources to help them answer the questions. Students will hand in at the end of class for participation marks.  **Form:** **Class Discussion**  Go over the worksheet with the entire class allowing students to modify their answers as they hear ideas from other members in the class. Explain how this is an example of a pattern of flow in history called Continuity and Change. When mining became an industrial practice, not only did the Ancient Greeks made tools out of the ores, but also develop currency.  **Closure:**  **Form:** BBC Video Clip and Online Poll  [**http://www.bbc.co.uk/news/world-europe-17680904**](http://www.bbc.co.uk/news/world-europe-17680904)  Students will get to view a primary source document on modern day society returning to Ancient Greek traditions of the barter system due to poor economic conditions.  **Key Points Covered**: Students will understand the final Guidepost in Continuity and change through a different lens of periodization. We’re looking at a period of modern day times where change is happening and reverting back to the traditional ways of barter trade when the economy of Greece is unstable.  Students will conclude their day by completing an online poll on their preference of which system do they think is better: Barter or Currency? Explain why. | Photo Analysis Document  Economy and Industry Textbook In Print or Google Books  Pair-Teach activity worksheets  Computer and Projector  Internet  Coins for extension activity | **Formative Assessment:**  Students will be formatively assessed based on the worksheet and discussions formed in class. They will be exposed to a multitude of activities that allow them to critically think about the concept of continuity and change. |

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| **SIX**  (2/20/2014) | **Topic:**  Politics and Government  **Critical Question:**  How did the birth of democracy form the basis of today’s government?  **Lesson Objectives:**  Students will understand who has the rights to vote in a democratic system in Ancient Greece vs. Modern Day Canada.  Students will discover differences and similarities in government practices of Canada and Ancient Greece. | Hook: Question Period <http://www.youtube.com/watch?v=oRGgnJ2w8Ig>  Intro: What do you see in this video? (10minutes)  Mock trial: divide class into two groups. (30minutes)  Discussion: Why did I get you to repeat this? Is this democracy? Turn to page 161 and 164. Read aloud activity. (15minutes)  Whiteboard collaborative comparison: Canadian Government: vs. Greek Government. | Trial Script prepared by the teacher  Textbook pages 161, 164  Whiteboard and Markers | **Formative Assessment**:  The elements of the trial play out characteristics students will need to cover the content material. They will be assessed on how many elements/characteristics they can point out about democracy that is different or similar to the democratic system in Ancient Greece. |
| **SEVEN**  (2/25/2014)—(4/3/2014) | **Topic:**  Station Activities  **Critical Question:**  (Unit Question: What are the legacies of Ancient Greece?)  **Lesson Objectives:**  Students will engage in a variety of multi-modal group activities that allows them to explore the various themes of Ancient Greece while addressing the MYP objectives of the IB Programme. | Station activities for Weeks 4-7. These activities address the overall MYP question and provides an opportunity for the students to explore unique aspects of mythology, warfare, government, Olympics, and daily life thoroughly in detail. It allows students to compare ancient Greek civilization to the modern day world with reference to Canadian/national democracy.  It also provides practice and incite towards the culminating activity of an essay of Alexander the Great.  See Appendix for Station Details.  SUGGESTED TIME: 1.5 Classes per Station. | Station Activities.  Paper  Pens  Colouring markers.  Art supplies.  Student Electronic Device for research.  Computer and Projector  Internet | **Formative Assessment**:  Students will require extra scaffolding at the compare and contrast station. (teacher will probably get students to read-out-loud sections of the guideline page to ensure they read and understand everything)  Oral presentation from station 5. Possibility of a Skit from Station 2.  **Summative Assessment**:  Students will hand in their finished product (posters/cartoon strips/booklets) |
| **EIGHT**  (4/8/2014)  Half Block | **Topic:**  Alexander the Great  **Critical Question:**  How can you relate the life of Alexander the Great with the different areas of Ancient Greece you’ve learned about?  **Lesson Objectives:**  Students will have the ability to apply what they’ve learned in the context of the story of Alexander the Great. | Students will gain exposure to the life of Alexander the Great, a prominent figure in Ancient Greek history, through watching a documentary on YouTube.  <http://www.youtube.com/watch?v=524NsuNR-10>  Critical Media Analysis:  Students have been exposed to a vast amount of multi-modal learning techniques, except for a long movie/video in this unit. Past knowledge of practicum observation tells me that this class is suitable to watch an extended long movie (Kingdom of Heaven—about the Crusades) while behaving in a proper manner. These students also enjoy learning using this method of content delivery.  As this documentary prepares the students for an upcoming large assignment, an accompanying worksheet for students to answer while watching the video will help them remember important events that happen in the video.  Teaching about media ownership can be incorporated into the worksheet too; how is this video a credible source? Etc. | Documentary Video  Projector/Source | **Formative Assessment:**  Make sure students are paying attention to the video and not distracted with electronic devices they own.  Ask students to hand in the worksheet they’ve been working on throughout the video. Teacher pauses at certain points of the film point out where they should be paying attention and filling out their worksheet.  Further Recap Brief Discussion next class at the beginning, to gauge student understanding of the video so far. |
| **NINE**  (4/9/2014) | **Topic:**  Alexander the Great  **Critical Question:**  How can you relate the life of Alexander the Great with the different areas of Ancient Greece you’ve learned about?  **Lesson Objectives:**  Students will have the ability to apply what they’ve learned in the context of the story of Alexander the Great. | Introduction:  Formative Assessment Recap at the beginning of the class to see if the students understand the video to this point. Start by getting random students to explain the synopsis and ask questions for confusing points in the video and then clarify.  Body & Closure:  Students will continue to watch the documentary for the rest of the class. | Documentary Video  Projector/Source | **Formative Assessment**: Recap on last class’s video content at the beginning of class to make sure the students understand that’s happening so far. |
| **TEN**  (4/11/2014)  Half Block | **Topic:**  Essay Writing Workshop  **Critical Question:**  What kinds of words can you use to make your sentences flow from one to the next?  **Lesson Objectives:**  Students will be able to understand what the MYP rubric wants in the quality of an essay under “Criteria C and D”.  Students will learn proper MLA citations through a guide on OWL PURDUE. | Hook & Introduction: Students will finish watching the video in the first 10-15minutes of class.  Body: Students will be learning essay writing and citation techniques through a teacher direct-instructional PowerPoint. (15minute lecture—on recommendation of Professor Holly Keon’s age plus three minute strategy)  Closure: Using the remaining 10 minutes of the half block, students will fill out a short exit slip activity where they will submit electronically by email to ensure proper citation format. Any extra time, students will start on their essay assignment. | Teacher PowerPoint  Documentary Video  Essay Guide Handouts  Computer & Projector  <https://owl.english.purdue.edu/owl/resource/747/01/> | **Formative Assessment:**  Students will be assessed based on short sentences, and sample citations the teacher asks the student to email him. This is a sample that the teacher can provide instant feedback to the student before they start their essay.  **Summative Assessment:** Students will hand in a typed up essay with works cited next class. |
| **FINAL**  **PRODUCT**  **(Homework)** | **ESSAY ON ALEXANDER THE GREAT.**  **Unit Goals: 1-8**  **PLOs A3, B2, C2, D1, D2, E1** | The culminating assignment draws upon students’ knowledge about Ancient Greece and its city states in order to illustrate how Alexander the Great took over as a leader. Students should be able to describe the events since his childhood life that brought him up to be a leader. Students will explore his first battles in Greece. Also, students should be able to describe the strategies he used such as forms of government tactics, using the geography of the territories to build his empire. Finally, students should be able to talk about his downfall and how he became a legacy.  The lessons and station activities provided background into the content and practice in writing that will aim to aid students to succeed in this final essay product. | | |
| **ELEVEN**  **BONUS LESSON!** | **Topic:**  Review/Wrap Up Ancient Greece.  **Critical Question:**  How much Ancient Greece knowledge do you/will you remember?  **Lesson Objectives:**  Students will be exposed to a different learning strategy where they will engage in multiple fun and instructional memorization activities as a unit wrap up. | \*Students hand in essay at the beginning of class\*  Teacher checks them off one by one. (5 minutes)  Class starts with students given either a word or a definition when they walk into the classroom. First activity is to find your partner that has your matching definition or word. Students will stay with the partner until everyone else has found theirs. Teacher will verify with students the correct answers and definitions pairings. (15minutes)  Then with the class still standing up, teacher moves onto the next assessment activity: Stand-up Sit down trivia. Students remain standing until they’ve successfully answered a correct trivial question. (15minutes)  Class is then split into two teams. Teacher will host a jeopardy session that further tests their knowledge about Ancient Greece and Alexander the Great. (30minutes)  Final 20minutes students are given a crossword extension activity and/or fill in the blank worksheet for the remainder of the class. | Cut outs of words and definitions ready for students at the door.  Stand up sit down trivial questions.  Computer and projector.  Pre-made jeopardy game.  Whiteboard with markers. | **Formative Assessment:**  Various different assessment strategies are employed to help students remember and engrave the content learned in this unit. The idea of this lesson tackles all the components of Ancient Greece learned, but, the formative assessment comes on an individual basis more than a group effort. Because of this bias, certain group activities were created to offset this balance such as the definition matching exercise and final jeopardy group discussions. |
| **Transition to Ancient Rome** | | | | |

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**Acknowledgements:**

Thank you to Mr. Greg Cusbert for his wonderful idea of a station activity and a culminating essay activity to lay out the broad topics of Ancient Greece. The Appendix below is an adaptation to Mr. Cusbert’s original station activity with slight modifications.

**Appendix:**

## Station 1: Booklet of the Gods

Each person in your group is to make a mini-booklet about the Olympians, a group of twelve Gods who ruled after the Titan. Do them in alphabetical order. (Zeus, Poseidon, Demeter, Dionysus, Hera, Ares, Athena, Apollo, Aphrodite, Hermes, Artemis, Hephaestus, Hades, Hestia). On one side put the Greek and Roman name for the God with a picture and on the other side give point form notes about the God.

One source: <http://www.theoi.com/greek-mythology/olympian-gods.html>

Meets Criteria B & D.

## Station 2: Greek Myths-Telling Stories

Part 1: As a group, choose one of the following Greek Myths and read two versions of it. (The Myth of Prometheus—The Thief of Fire, The Myth of Perseus and Medusa, The Myth of Pegasus and Bellerophontes, The Myth of Aphrodite and Adonis, Jason and the Argonauts, Odysseus and the Cyclops). Use this site for one of your readings: <http://www.greekmyths-greekmythology.com/c/greek-myths/>

Part 2: Choose 1 of the following formats to retell ONE of these stories:

Skit- in your small group, prepare a skit that tells the story. You can use props and costumes to help you but you must make sure you keep the key elements of the story. Using a narrator would be helpful.

Cartoon strip- Draw and colour a series of 12-15 cartoons that tell the story

Meets Criteria A & D.

## Station 3: Democracy Compare and Contrast

Complete the chart below in point form by doing research.

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| Points of Comparison | Athenian System of Democracy | Canadian System of Democracy |
| Who qualified/qualifies as a citizen? |  |  |
| Who could/can elect representatives? |  |  |
| Who could/can vote about laws? |  |  |
| How many levels of government were/are there? |  |  |
| How were/are court cases decided? |  |  |
| How were/are unpopular leaders dealt with? |  |  |

You are to use the information above to write two well-organized paragraphs, one comparing and the other contrasting the Athenian and Canadian systems of democracy.

Meets Criteria A & C.

Supplementary Handout:

## Compare and Contrast Paragraphs

**Comparison Paragraphs** start with a topic sentence that suggests there are **similarities** between the things being compared. Consider the following paragraph. Note the comparison conjunctions (words used as ‘joiners’) in bold, which aid the paragraph’s coherence.

**My hometown and my college town have several things in common. First, both** are small rural communities. For example, my hometown, Cairns, has a population of only about 10,000 people. **Similarly,** my college town, Townsville, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. **A second way**, in which these two towns are similar is that they are both located in rural areas. Cairns is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. **In the same way,** Townsville lies in the center of farmland which is used to raise hogs and cattle. **Thirdly, these towns are similar** in that they contain college campuses. Cairns, for example, is home to Neutron College, which is famous for its Agricultural Economics program as well as for its annual Corn-Watching Festival. **Likewise**, the town of Townsville boasts the beautiful campus of Quark College, which is well known for its Agricultural Engineering department and also for its yearly Hog-Calling Contest.

Contrast Paragraphs start with a topic sentence that suggests there are differences between the things being contrasted. You can organize contrast paragraphs in much the same way that you can organize comparison paragraphs. Here is an example of such a paragraph organized by subtopic. Notice the contrastive expressions in bold letters:

**Even though Arizona and Rhode Island are both states of the U.S., they are strikingly different in many ways.** For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, whereas Rhode Island is only about a tenth the size, having an area of only 1214 square miles. **Another difference** is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million. **The two states also differ** in the kinds of natural environments that each has. For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. **However**, Rhode Island is located in a temperate zone and receives an average of 44 inches or rain per year. **In addition, while** Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

Other contrasting conjunctions you may wish to consider—However, In contrast, By contrast, But, yet, On the other hand, even though, although, whereas, unlike, while, nevertheless.

## Station 4: Greek Olympics

The ancient Olympics were rather different from the modern Games. There were fewer events, and only free men who spoke Greek could compete instead of athletes from any country.

At this station, in a group, you will create a diagram in the shape of an arena where the Greek Olympics took place. You must include 3 of the following Olympic events: (Boxing, Chariot Racing—Equestrian Event, Riding—Equestrian Event, Pankration, Pentathlon, Wrestling).

For each event you must include a **picture** (either from the internet or your own illustration) as well as a **short write up** describing the event. *What were the rules? What equipment did they use? Past winners? World Records?*

You must also answer this question somewhere on your chart: **How does your event connect the first Olympics to modern day Olympics?**

As well you must also include, in one paragraph, a brief history of the first Olympics. (Think of the 5 W’s and include any interesting facts, rituals, beliefs.)

This might help you get started: <http://www.olympic.org/ancient-olympic-games?tab=The-sports-events>

You will create your arena using a piece of 11 x 17 paper.

Meets Criteria B and C.

## Station 5: Greek Warfare-Oral and Slide Presentation

Task: Use the notes and books provided to do the following:

1. Your group I going to give an oral presentation to the class, using a three to five page PowerPoint Presentation, about Greek warfare in general (weapons, strategies, etc.) and one famous battle in particular. Choose from:

* The Persian Wars: The Battle of Marathon 490 BCE
* The Persian Wars: The Battle of Thermopylae 480 BCE
* The Battle of Salamis 480 BCE

1. A PowerPoint slide should NOT contain too much information, or else your audience is tempted to read it and ignore you. Instead, it should list **just key words or pictures in point form** and your cue cards should have the **details (elaboration of the points)**. Each group member should prepare for one slide.

Example: For a slide about Queensland, Australia, I might prepare the following:

(PowerPoint) Capital City—Brisbane

(Cue Card) The capital city of Queensland is Brisbane. Named after the Governor of New South Wales at the time it was founded in 1825, Brisbane started out as a penal colony, a place to send prisoners. The prisoners, or convicts as they were known, were used as hard labour to construct many of the first buildings and infrastructure like roads. In 1938, the settlement was opened to free settlers as fewer convicts were being sent. Today, Brisbane is a thriving metropolis of almost 2 million people.

Meets Criteria A, B, and D.

## Station 6: Ancient Greek Daily Life

In this station, you will construct **a web** on a chart about the daily life of the Ancient Greeks.

You must include **8 categories** from the following list: Family Life (Roles of women, men, children), Religion (beliefs, customs, weddings), Education (Alphabet, Athenian schools, Spartan schools), Clothing (hair, makeup), Architecture (houses, buildings, materials used), Food (Agriculture, fishing), Geography (features, climate, weather), Government (social structure), Jobs, Entertainment.

For each category you must include **5 detailed points or facts** Include pictures.

Meets Criteria A and B.