Ancient Greece Lesson Plan
By: Cery Kheav

I. Purpose:
• The purpose of this lesson plan is to help students understand the significant contributions Ancient Greece has on society in terms of architecture, arts, government, and games.
• SOL:
  3.1 The student will explain how the contributions of Ancient Greece and Rome have influenced the present world in terms of architecture, government, and sports.
  3.4 The student will develop map skills by
    a) locating Greece, Rome, and West Africa;
    b) describing the physical and human characteristics of Greece, Rome, and West Africa

II. Objectives:
• The student will be able to:
  o Create a My Ancient Greece Book that identifies the type of architecture, arts, government, and games with at least 85% accuracy.
  o Properly use Ancient Greece terms to answer questions in their, My Ancient Greece Book: Olympics, Democracy, Parthenon, and Mosaics.

III. Procedure:
  a. Introduction
   • The students will be introduced to this Ancient Greece lesson plan by informing the students they will be learning about Ancient Greece for the day. The students will be asked to share what they know about Ancient Greece, to understand the student’s prior knowledge of the subject.
   • Next, the students will be informed that they will be creating a My Ancient Greece Book. Before they begin creating their book, they will be shown a Brain Pop video about Athens, Greece. Students will need to pay very close attention to the information and details that will be presented in the video because they will need that information in order to create their, My Ancient Greece Book.
   • After the students have viewed the Brain Pop video on Athens, Greece, the students will take-part in a whole-class discussion about the information presented in the video.
• Students will be asked:
  o Why do you think we study Ancient Greece?
  o How have Ancient Greece contributed to the modern world we live in today?
  o Why do you think we use the same type of government they used?
  o Who can name an Ancient Greece structure and explain why they think it was built?
  o Why do you think Greece was such a successful country during the Golden Age?

• During the whole-class discussion, students will also be introduced to four vocabulary words (which were also mentioned in the Brain Pop video): Olympics, Democracy, Parthenon, and Mosaics. These vocabulary words will help students better understand the contributions Ancient Greece has made in regards to architecture, arts, government, and sports; this will help students to participate and understand the whole-class discussion.

• The whole-class discussion held after watching the Brain Pop video of Athens, Greece, will check for the students’ critical thinking skills and understanding of the information from the video.

• Vocabulary Words and Definition:
  o Olympics – Sporting event contributed from Ancient Greece that is still played today.
  o Democracy - Government by the people
  o Parthenon- A structure made during Ancient Greece and dedicated to the Goddess Athena
  o Mosaics - A picture or pattern produced by arranging together small colored pieces of hard material, such as stone, tile, or glass

b. Development
• After viewing the Brain Pop video of Athens, Greece, and having a whole-class discussion about the information presented in the video, the students will begin working on their My Ancient Greece Book.

• For the, My Ancient Greece Book, students will be able to identify Athens as the capital of Greece; locate it on a map; describe the geography of Ancient Greece and understand that Greece is a peninsula; identify the leader of Ancient Greece during the Golden Age as Pericles; identify the type of government used in Ancient Greece as democracy, which is a government by the people; identify two structures from Ancient Greece (Parthenon and Temple of Athena) and understand that the Ancient Greece architecture, columns, were used to build these two ancient structures; identify that the Olympic Games was developed in Ancient Greece; create a mosaic artwork, and create a clay pottery. Students are expected to use their four new vocabulary words: Olympics, Democracy, Parthenon, and Mosaics to answer the questions in their My Ancient Greece Book.

• In addition to identifying the significant contributions, such as: architecture, the arts, government, and games, Ancient Greece has made on society, students will write a brief description of how it is similar to the modern world students live in today.

• As students are working on their, My Ancient Greece Book, the teacher will walk around the classroom and monitor the students to make sure the students are on task and understand what they are doing.
c. Summary
• Once all of the students have completed their, *My Ancient Greece book*, students will be asked to share their art-work (mosaic piece or clay pottery) from their book, or read a description from their book of how Ancient Greece has influenced the modern world they live in today.
• The last part of the lesson will include summarizing the major concept that was taught for the day, which would include Ancient Greece’s architecture, arts, government, and games. Summarizing these key points will be done by leading students through a discussion.

IV. Materials used in the lesson
Computer
Internet Access
Overhead
Construction Paper
Pencil
Coloring Materials
Scissors
Glue
Stapler/Staples
Clay or Play-Doh

V. Evaluation Part A –Assessment of Student’s Learning:
• The student’s knowledge of the new information taught will be assessed through the information they provide in their *My Ancient Greece Book*. Their book should include Athens, Greece on a map, describing the geography of Greece, identifying the leader of Ancient Greece during the Golden Age, describing the type of government used in Athens, Greece, identifying the Parthenon and the Temple of Athena as two Ancient Greece structure, knowing that Ancient Greece developed the Olympic games, and be able to create two Ancient Greece artwork, a mosaic piece and an Ancient Greece vase from the 21st century.
• Another form of assessment that will be given to the students to measure what they have learned will be a 3-2-1 exit card. Students will write down three things they learned from the lesson, two things they liked about the lesson, and one thing they need more clarification on or would like to learn more about.


VI. Differentiation:

- The needs of auditory and visual learners are met through the presentation of the Brain Pop video of Athens, Greece, and whole-class discussions that will be held after the students have seen the Brain Pop video and at the end of the lesson.
- Along with the needs of auditory and visual learners, the needs of kinesthetic learners are met in the lesson. Kinesthetic learners will enjoy being able to make mosaic artwork from construction paper and a 21st century Greek vase.
- The needs of struggling learners will be met by slightly adjusting the assignment so they are capable of completing the assignment while still being able to obtain the same information as everyone else in the classroom. Instead of having to write down a description of Greece’s geography, struggling students will be given the opportunity to draw a descriptive picture of Greece’s geography.
- The needs of advanced learners are met by providing those students with an alternate assignment. Once they have completed their My Ancient Greece Book, they will expand and go into further details on three different questions asked in their My Ancient Greece Book: Describe the geography of Ancient Greece; how has this type of government (democracy) influenced our modern day; and how has this ancient game (The Olympics) from 776 BCE influenced us during our modern times? These three questions that they have expanded and given more details about will be typed up and the final copy will be printed out. Advance learners who have completed both the My Ancient Greece book assignment, and the after writing assignment, will be given a Greek Vase Pattern worksheet. They will be required to complete patterns on the worksheet, create a new pattern on the Greek Vase showing what life is like living in the 21st century, then write an explanation of what is happening on their 21 century Greek Vase.
My Ancient Greece Book
Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS/0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. The student does not try to complete the task, or makes all mistakes about the information.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Topic/subject is clear, though it may/may not be explicitly stated. The student understands the important information completely. The student knows detail about the information.</td>
<td>Topic/subject is generally clear though it may not be explicitly stated. The student understands the important information.</td>
<td>Topic/subject may be vague. The student does not completely understand the important information, or the student shows some mistakes about the information.</td>
<td>Topic/subject is unclear or confusing. The student shows minimal or no understanding of important information.</td>
<td></td>
</tr>
<tr>
<td><strong>Style:</strong></td>
<td>Exhibits skillful use of all vocabulary that was discussed (peninsula, democracy, column, mosaics and is precise and purposeful.</td>
<td>Exhibits at least three of the four vocabulary discussed in the lesson and exhibits reasonable use of vocabulary that is precise and purposeful.</td>
<td>Exhibits two of the four vocabulary words discussed in the lesson and exhibits minimal use of vocabulary that is precise and purposeful.</td>
<td>Lacks use of vocabulary that is precise and purposeful.</td>
<td></td>
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<tr>
<td><strong>Elaboration</strong></td>
<td>Elaboration consists of specific, developed details.</td>
<td>Elaboration consists of some specific details.</td>
<td>Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.</td>
<td>Elaboration is sparse; almost no details.</td>
<td>This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Conventions scale is 0-2 --&gt;</td>
<td>Conventions scale is 0-2 --&gt;</td>
<td>Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation.</td>
<td>Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task: sentence formation.</td>
<td>LACKS CONTROL of grammatical conventions appropriate to the writing task: sentence formation.</td>
</tr>
</tbody>
</table>
What is the capital of Ancient Greece?
Answer: ______________

Shade in the capital of Ancient Greece.
Describe the geography of Ancient Greece.

Who was the ruler of Ancient Greece? (Hint: The Athenian people liked him so much they elected him again and again until he passed away in 429 BCE)

Answer: ________________________________
What type of government did Ancient Greece use?
Answer: __________________

Who ruled this type of government?
Answer: ___________________

How has this type of government influenced our modern day?
Answer: __________________________________________

What is the name of this Ancient Greek structure?
Answer: __________________________
What is the name of this Ancient Greece temple?
Answer: ____________________________

What is the name of the religious festival or ancient game that was dedicated to the Ancient Greek God, Zeus?
Answer: ____________________________

How has this ancient game from 776 BCE influenced us during our modern times?
Answer: 

________________________________

________________________________

________________________________
Create a mosaic in the circle using pieces of construction paper. The construction paper represents glass tiles Ancient Greeks used to create their mosaic art work.

Pictures on Ancient Greek vases give us a clue to what life might have been like over 2000 years ago. Decorate the vase below with a picture that will tell people in the future what life was like in the 21st Century!

Then use clay to make a model of your 21st Century vase.