6th Grade Ancient Greece Project!!

Each class will be creating a class book on ancient and modern Greece. The book will consist of their presentations and lesson plans. We will be examining each topic through the lens of the seven characteristics of civilization.

Topics:
- Geography and development of civilization
- Athens v. Sparta
- Persian Wars
- Alexander the Great
- Gifts/Legacy of Ancient Greece
- Modern Greece

Characteristics of Civilization:
- Social Structure
- Government
- The Arts
- Technology
- Writing
- Religion
- Food Supply

Each Group will be responsible for the Following:
1. Reading the textbook to learn basic information
2. Researching at LEAST three sites/books to gather a deeper understanding of the topic
3. Organize the information into an outline
4. Create a Google Presentation (at home) to be included in our class book
5. Create a lesson plan to teach the class about your topic - must be an interactive/creative lesson. Your presentation can be used as a supplement. You must also create an assessment plan for the lesson.

Lesson Plan Ideas:
Show your presentation, give the class a guide for notes, and do one of the following:
1. Game Show
2. Music Video
3. Experiential Exercise
4. Skits

Assessment (How will you be graded?):
1. Research Folder - 20 pts.
### Research Folder

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<th>Fair 8 pts</th>
<th>Good 10 pts</th>
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<td>- Notecards have minimal notes on them</td>
<td>- Notecards reflect little thought</td>
<td>- Notecards are full with thoughtful, rich information</td>
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<tr>
<td>- Notes are unclear</td>
<td>- Notes are copied directly from a source</td>
<td>- Notes are taken in note format, not copied</td>
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<tr>
<td><strong>Bibliography</strong></td>
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<td>- Minimum amount of sources not met</td>
<td>- Lacking one source</td>
<td>- All sources are accounted for</td>
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<td>- Notecards do not reflect the source used</td>
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2. **Outline - 30 pts.**

### Greece Outline

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<th>Poor 5 pts</th>
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<th>Good 10 pts</th>
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<tbody>
<tr>
<td><strong>Information</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
</tr>
<tr>
<td>- Outline lacks specific information</td>
<td>- Outline displays a moderate amount of specific information but not enough to gain a deep understanding of the topic</td>
<td>- Outline demonstrates a deep understanding of the topic through a variety of questions. It is clear that all objectives have been met.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
</tr>
<tr>
<td>- Outline is difficult to follow</td>
<td>- Outline is formatted correctly but information does not flow well</td>
<td>- Outline is organized properly with information that flows easily</td>
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<tr>
<td><strong>Detail</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
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<tr>
<td>- Questions answered do not demonstrate understanding</td>
<td>- Questions are answered completely but information is basic</td>
<td>- Questions are thoroughly answered to demonstrate a deep understanding of the topic. Responses to questions are thoughtful and tied to the objectives.</td>
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3. **Google Presentation - 50 pts.**
### Greece Project Rubric

<table>
<thead>
<tr>
<th>Introduction/Conclusion</th>
<th>There is no introduction provided (0 pts)</th>
<th>A brief introduction with only minor information is given (1-2-4 pts)</th>
<th>Some basic information is given (5-7 pts)</th>
<th>A good preview is given and demonstrates a true understanding (8-9 pts)</th>
<th>The student went above and beyond, providing a detailed introduction/conclusion (10 pts)</th>
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</thead>
<tbody>
<tr>
<td>Topic Information</td>
<td>No summaries given or the summary given did not indicate that the presenter understood the topic (10 pts each)</td>
<td>A very weak summary was given. It was unclear whether or not the presenter knew or understood the main details of the topic (11-13 pts each)</td>
<td>A very weak summary was given. It was unclear whether or not the presenter knew or understood the main details of the topic (14-16 pts each)</td>
<td>A good summary was given, and it is clear that the presenter understood the main details of the topic (17-19 pts each)</td>
<td>The presenter went above and beyond, giving not only the main details, but explained how and why they were important in a thorough and creative fashion (20 pts)</td>
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<tr>
<td>Images</td>
<td>No images were included (1 pt)</td>
<td>Some topics are missing images or images are not directly related to the topic (2-3 pts)</td>
<td>All topics have images but images may not be completely related to topic (4-7 pts)</td>
<td>Good images related to each topic are provided (8 pts)</td>
<td>The student went above and beyond, providing numerous images per topic to enhance the presentation of knowledge (10 pts)</td>
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<tr>
<td>Final Product</td>
<td>No project was given (1 pts)</td>
<td>Project was given, but it was very poorly put together (2-3 pts)</td>
<td>Project was adequate (4-7 pts)</td>
<td>Project was very good/creative/ clear. It delivers information in a creative way (8 pts)</td>
<td>Presentation was perfect/creative. Information was delivered in a creative, informative way. It was above and beyond a good presentation (10 pts)</td>
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4. Lesson - 40 pts.

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<th>Greece Lesson</th>
<th>Poor 10 pts</th>
<th>Fair 15 pts</th>
<th>Good 20 pts</th>
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<td>Content</td>
<td>Poor</td>
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<td>Good</td>
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<td></td>
<td>Lesson lacks detail and specific information about given topic. Students are not required to think beyond the information they are presented.</td>
<td>Less provides meaningful information but lacks specific detail. Completion of lesson requires students to slightly apply the information.</td>
<td>Meaningful information with specific detail and analysis of the events. Completion of the lesson requires students to apply the information to gain clear understanding.</td>
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<tr>
<td>Design</td>
<td>Poor</td>
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<td>No interactive activities are present in this project.</td>
<td>Some interactive activities are present. Not all students are engaged.</td>
<td>Activities are interactive and engaging to all students.</td>
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5. Quizzes - 50 pts. each

6. Participation - 20 pts.
### Participation

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<td><strong>Group Work</strong></td>
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<td>Poor</td>
<td>I did not work well with my group, contributing very little to the overall project. I did not fulfill my responsibilities as outlined by the group.</td>
<td>I worked moderately well with my group, but did not take much ownership of the project. I completed my work but did not put much thought and effort into the completed product.</td>
<td>I worked extremely well with my group, taking a leadership role and ownership over various aspects of the project. I went above and beyond in my contributions to the group.</td>
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<td><strong>Lessons</strong></td>
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<td>Poor</td>
<td>I did not participate much in the group lessons and activities.</td>
<td>I participated in the group lessons but did not take an active role in the activities.</td>
<td>I enthusiastically participated and learned from the various lessons. I took an active role in participating in the designated activities.</td>
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### Timeline:

**April:**

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LEARNING TARGETS:
Identify economic systems from the past and present
Define the roles of citizens in other political systems and governments
Identify historical events that have shaped global societies
Identify human and physical geography and their implications upon society
Define culture and the characteristics of civilization
Answer correctly the 4 questions from a given media source: Who? When? Where? What?
Guiding Questions:
GEOGRAPHY/DEVELOPMENT OF CIVILIZATION:

- identify key physiographic features of ancient Greece.
- describe the connections between geography and the development of city-states in the region of the Aegean Sea.
- explain how rivalries among Greek city-states over control of farmland often led to wars.
- describe the patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

1. What are the mountains in Greece like?
2. Why was the seat important to the ancient Greeks?
3. Why were ancient Greek communities isolated from one another?
4. What were some of the dangers of travel?
5. What crops did Greek farmers grow and what animals did they raise?
6. Why did Greek settlements often fight one another?
7. Why did the Greeks start colonies?
8. Describe the steps the Greeks followed when they started a new colony.
9. Why did some Greek settlements trade?
10. What products from the Greek mainland were traded? What products did the Greeks get in exchange?
11. In what ways does the geography and settlement of Greece reign prove Greece was a civilization. Explain how this affected some of the characteristics.
ATHENS V. SPARTA:
Objectives:
• Describe Athenian and Spartan government, economy, education, and treatment of women and slaves.
• Compare and contrast life in Athens and Sparta.
1. Why was Athens called a democracy?
2. How did Athenians get the goods they needed for everyday life?
3. How did Athenians train the minds and bodies of boys?
4. How were women and slaves treated in Athens?
5. Why was Sparta called an oligarchy?
6. How did Spartans get the goods they needed for everyday life?
7. How did Spartans train boys and girls to protect the city-state?
8. How were women and slaves treated in Sparta?
9. Where would you prefer living? Why?
10. In what ways do Athens and Sparta prove Greece was a civilization. Explain how this affected some of the characteristics.
PERSIAN WARS:
• outline the founding, expansion, and political organization of the Persian Empire.
• explain the causes of the Persian wars.
• understand the roles of Athens and Sparta in the Persian wars.
• describe the results of the Persian wars.
• summarize key battles of the wars

Ionian Revolt:
1. Why did the Ionians revolt against Persian rule?
2. What happened to the Ionians?

Battle of Marathon:
1. What happened at Marathon?
2. Why was the Battle of Marathon important to the Greek city-states?

Battle of Thermopylae:
1. How were the Spartans able to hold off such a large Persian army?
2. How were the Persians eventually able to defeat the Spartans?
3. Why did the Spartans refuse to escape although they knew they would be killed?

Battle of Salamis:
1. Why did the Athenians sail to nearby islands in panic?
2. How were the Greeks able to defeat the Persian fleet, even though they were outnumbered?

Battle of Plataea:
1. What happened at the Battle of Plataea?
2. Why were the Persian wars important?

In what ways do the Persian Wars prove Greece was a civilization. Explain how this affected some of the characteristics.
ALEXANDER THE GREAT:
• explain the roles of Athens and Sparta in the Peloponnesian War.
• speculate about the chances for success of Philip’s and Alexander’s war plans as they trace the development of each.
• describe and speculate about the chances for success of Alexander’s plan to unite his empire, including his plans to spread Greek culture eastward.

Explain what happened to the Greek city-states as a result of the Peloponnesian War.
1. Why was Alexander well trained to be a leader?
2. Why did Alexander decide to attack Persia?
3. Why do you think Alexander planned to destroy some of the cities he conquered and sell the people into slavery? Do you think this was a good idea or a bad idea? Why?
4. Why do you think Alexander planned to rebuild destroyed property in some cities he conquered and appoint local leaders to rule? Do you think this was a good idea or a bad idea? Why?
5. Write two ways Alexander spread Greek ideas in order to unite the different peoples of his empire.
6. How do you think non-Greeks felt about Greeks when they saw Greek buildings, art, theater, literature, and government in the cities Alexander started? Do you think it made them respect the Greeks more or less? Why?
7. List two ways Alexander used religion to convince people in his empire to accept him as their leader.
8. What are four foreign ideas or customs that Alexander adopted?
9. Why do you think Alexander wore Persian clothes? Do you think this was a good idea or a bad idea?
10. Why do you think Alexander encouraged marriages between Macedonians and Persians?
11. Do you think this was a good idea or a bad idea? Why?
12. How did Alexander’s empire eventually fall?
13. What are some of the greatest accomplishments of Alexander the Great?
14. Why do you think Alexander remains one of the most influential emperors to this day?
15. In what ways does Alexander’s reign prove Greece was a civilization. Explain how his reign affected some of the characteristics.
GIFTS/LEGACY OF GREECE:

- recognize how Greek literature permeates our language today.
- describe the artistic achievements of Athens in architecture, sculpture, and drama.
- interpret philosophical statements of Socrates.
- understand the importance of sports to the Athenians.
- recognize Greek contributions to modern language and literature.
- describe the contributions of important Greek figures in medicine, mathematics, and the sciences.
- identify political practices of our democracy that came from the Greeks.
- describe architectural features of modern buildings that can be traced to the Greeks.
- recognize Greek contributions to modern entertainment and sports.

1. Historians often refer to the period between 479 and 431 B.C.E. in Athenian history as Athens’ Golden Age. What does this suggest to you about life in Athens during this time?
2. Why can Athens be called a city of contrasts?
3. In what ways did Greek gods and goddesses play an important part in the lives of the Athenians?
4. What were the Greek gods and goddesses like?
5. Why did the Greeks go to Delphi?
6. What was the Parthenon?
7. How did Athenian sculpture change over the years?
8. Who was Phidias? What did he do?
9. List three ways Greek drama differed from plays and movies of today.
10. What do philosophers do?
11. How did Socrates try to teach others?
12. What happened to Socrates?
13. What was the purpose of athletic events in Greece?
14. Describe one Panathenaic event that is part of our present Olympics.
15. Describe one Panathenaic event that is not part of our present Olympics.
16. What are some contributions the Greeks made to modern language?
17. What are some contributions the Greeks made to modern government?
18. What are some contributions the Greeks made to modern medicine?
19. What are some contributions the Greeks made to modern mathematics?
20. What are some contributions the Greeks made to the modern understanding of the human body?
21. What are some contributions the Greeks made to modern architecture?
22. What are some contributions the Greeks made to modern theater?
23. What are some contributions the Greeks made to modern sports?

In what ways do the gifts and legacy prove Greece was a civilization. Explain how this affected some of the characteristics.

MODERN GREECE:

- Understand Greece’s role in WWI and describe the impact of the Greco- Turkish War
- Explain Greece’s participation in WWII
- Describe the Greek Civil War
- Understand the current economic crisis
- Analyze the impact of ancient Greek contributions to modern Greece
1. What was Greece’s Role in WWI?
2. What was the purpose of the Greco Turkish War?
3. Why did the war begin? What were the results?
4. How did the idea of Greek Nationalism play into the Greco Turkish War?
5. What was Greece’s role in WWII?
6. How did the end of WWII affect Greece?
7. When was the Greek Civil War? Why did it begin? What are the results?
8. Explain the restoration of Democracy? Why did Greece restore Democracy? What was the government like prior to this restoration in 1975.
9. What is currently happening in Greece economically. How is this crisis affecting life in Greece.
10. How have some of the legacies (ex. government, social structure, arts, etc.) affected life in Greece today?
11. Using what you know about the characteristics of civilization, how can you prove that Greece is currently a civilization?