Greece (Civilizations) [2nd grade]

Trinity University
Canyon Ridge Elementary School (San Antonio, Tex.)
### Stage 1: Desired Results

#### Understandings

Students will understand that...
- Civilizations’ governments, religion, geography, and theatre affect their development.
- The Greek Civilization left a legacy.

#### Essential Questions

1) What is a civilization? (What kind of government, religion, geography, and theatre/art/architecture do these civilizations identify with?)
2) What makes one civilization differ from another?
3) Why do people settle where they do?
4) Where would we be without the Greek Civilization?

#### Vocabulary

- Aegean Sea
- Alexander the Great
- Aristotle
- Athens
- City-state
- Crete
- Cultural blending
- Democracy
- Hellenism
- Marathon
- Mediterranean Sea
- Olympic Games
- Plato
- Representative democracy
- Socrates
- Sparta
- Thermopylae

#### Knowledge & Skill

(NEISD scope & sequence; TEKS; Core; etc.)

TEKS:
- 2.5 Use simple geographic tools such as maps, globes, and photographs.
- 2.6 Understand the locations and characteristics of places and regions.
- 2.6A Identify major land forms and bodies of water.
- 2.7 Understand how physical characteristics of places and regions affect people’s activities and settlement patterns.
- 2.8A Identify ways in which people depend on the physical environment, including natural resources, to meet basic needs.
- 2.10C Trace the development of a product from a natural resource to a finished product.
Stage 2: Assessment Evidence

Performance Task:

- Test on facts about Greece
- Identify the parts of a building and use them to design and describe special features of Ancient Greek architecture
- Written response addressing how students felt during role-playing of democracy vs. other forms of government.
- Create a 3-sides paper pyramid and write 3 facts for each Great Thinker.
- Students draw and name their own island. Include what type of geography, architecture, arts, government, and religion this island would have. Present to the class.

Other evidence:
(quizies, tests, academic prompts, etc.
note – these are usually included where appropriate in Stage 3 as well)

Stage 3: Learning Activities
(Steps taken to get students to answer Stage 1 questions and complete performance task)

- Draw a map of Ancient Greece and label significant locations.
- Identify what type of government, religion, geography, and theatre does Mesopotamia identify with? (Review this from first grade curriculum)
- Use technology and Library resources to research a Greek God or Goddess.
- Create a Venn diagram comparing the daily lifestyle and government of Athens and Sparta
- Discuss Greek architecture and the influence it still has today.
- Role-play situations to experience a democracy vs. other forms of government.
- Divide class into 3 groups and assign each group a Great Thinker (Socrates, Aristotle, and Plato). Using a teacher provided website and famous quotes; each group will research and then present their findings to the class.
- Read and role-play using a legend of Alexander the Great’s Life. Label the extent of his empire on a map using the compass rose.
- Compare modern and ancient Olympic Games. Students will then compete in mock Olympic Games.
- Read and Discuss the Persian Wars. Create a Greek Warship to use as a Venn Diagram to compare and contrast the Thermopylae and Marathon Wars.

Self-Assessments:
Related Literature:

Wise Guy – the Life & Philosophy of Socrates by Mark David Usher
Ancient Greece and the Olympics by Mary Pope Osborne
Ancient Greece by Belinda Weber
Other Evidence, Summarized
Related Media:

“Ancient Greece” by Ori Soltes