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Greeks

A simulation of the history and culture of
ancient Greece



About the Author

Bill Lacey began his relationship with Interact in 1974 with his first work, *Espionage*. Bill used his fascination with the enduring Greek genius and their pursuit of excellence to create the perennial favorite, *Greeks*. First published in 1989, *Greeks* remains a long-standing best seller for Interact.

Bill has written more than 50 Interact titles, including *Patriots*, *Civil War*, *Vikings*, *Vietnam*, and the American History Activators series.

Bill retired from full-time teaching after 36 years in the history classroom. He now spends his time working as a student-teaching supervisor for the California State University system, consulting and presenting workshops for local school districts, staying fit at the gym, walking with his wife of many years (also a retired teacher), and playing golf.

Special Thanks to:

Fran Lyons Sammons, for her substantial contribution to Academy and her support in refreshing the content of this title to meet today's educational standards. Fran taught fifth grade in Jamestown, Rhode Island, for 30 years. She has written, co-authored, and contributed to several Interact titles including *Chow* and *Personal Finance*. When she's not busy promoting active learning, she can be found sailing with her husband who is a retired science teacher.

Jeremy Varner, for authoring the Technikos phase, a science connection he created and used in his own classroom. Jeremy is entering his fifteenth year teaching in the Cincinnati, Ohio, area where he has used Interact units his whole career. In addition to this contribution for Interact, he has published two novels and several articles. When he is not teaching or writing, he spends time with his wife fixing up their old house, reading, or doing almost anything outdoors.

Michelle Albaugh, Wendy Hayes Ebright, and Pam Daly of Sowers Middle School in Huntington Beach, California; and Allyson Lacey Stella of East Middle School in Downey, California, for piloting the original *Greeks*.

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Welcome to *Greeks!*

Your students are about to experience what it was like to live in the ancient Greek world. Your students become Greek Hellenes who will sharpen their speaking, listening, writing, critical thinking, and cooperative group skills. They will learn about the history, culture, and contributions of the ancient Greeks as they participate in a variety of exciting activities.

For students in grades five through eight, *Greeks* is an in-depth simulation that is divided into nine phases. Four of these phases make up the foundation. Add breadth to your unit by mixing and matching the remaining phases to fit your local curriculum and available time.

Organized into city-state teams, all young Hellenes will attend “school” to learn the Greeks’ enduring principles of thought and behavior that were carried across Europe to the shores of North America. They will debate controversial topics, design and build a Greek temple, and choose an individual project to showcase their understanding and appreciation of Hellenic history. Your Hellenes might also unleash their creativity by writing and performing a Greek drama, show off their physical skills in a classroom Olympics, or stimulate their intellectual side as they exchange ideas role-playing some of Greece’s most illustrious citizens. Most importantly, they will learn why this era is considered one of the most significant in human history.

Use the information sheets, background essays, writing tasks, and assessments as designed; or combine them with your own favorite activities and materials. *Greeks* is sure to be one of your favorite units, as well as one you’ll hear about from students for years to come.



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Purpose and Overview

What is *Greeks*?

Greeks is a whole-class simulation for grades five through eight. Through a variety of activities that focus on the legacy of ancient Greece—its history, philosophy, religion, science, math, language, art, architecture, theater, and other cultural achievements—this unit explores what it was like to be Greek citizens in the fifth century BCE and how their achievements have affected today's Western society.

Studying ancient Greek civilization is essential and is required by many schools because of the vast legacy of Greece. Virtually every subject in today's schools has Greek roots and one of every eight words in the English language has a Greek origin. Moreover, the Greeks developed the Socratic method of inquiry, the discipline of logic, and mathematical proofs in geometry, all topics recommended by state curriculum departments. Today's students should also understand and appreciate the basis of our contemporary democracy, for which the Greeks are credited.

This Teacher Guide includes everything you need to run the simulation, including daily lesson plans for you and reproducibles for your students. The step-by-step instructions, materials lists, worksheets, and assessments are ready-to-use but easily modifiable to suit your own teaching style.

Greeks is organized into nine phases. Each phase is a stand-alone activity that can be combined in a variety of ways to create an entire cross-curricular Greeks unit. We encourage using the unit as a whole if possible. At a minimum, we recommend a foundation of four phases, consisting of Going Greek, Academy, Festival, and Assembly.



The Foundation

Phases that make up the foundation are highlighted with a gray box.

Summary of Phases

Going Greek



2–4 days of instruction

Going Greek sets the stage for your entire *Greeks* unit. Here students select Greek names and are assigned membership to a polis, one of five city-states. They learn about their polis, including ways to behave, goals to strive for, and how leadership roles are assigned. Each polis establishes an identity, creates a logo banner, and decorates their polis area to reflect their unity and uniqueness. Students will learn why we study ancient Greek history, what ancient Hellenes believed, and how they dressed. They learn about fate, as well as how to gain (or lose) HELLASPOINTS for themselves and their polis. They might also learn the Greek alphabet and work to achieve personal goals (areté) they've set.

Academy



5–6 days of instruction

Academy resembles school, where Hellenes learn essential historical information that they will build upon throughout the unit. Working as loyal members of their poleis, students study the development of Greek civilization, from the Bronze Age through the Hellenistic Era, and explore Greek education, social classes, and trading. Putting what they learn into context, students create a polis time line, polis map, and individual maps of ancient Greece, on which they locate and label key events, people, and places.

Festival



2–3 days of instruction

Students get a chance to sing, dance, illustrate, compose, bake and serve, construct, or otherwise demonstrate something they've learned while studying ancient Greece. While the actual Festival is held at the end of *Greeks*, students must choose and begin working on their project during the Academy phase. Students have four weeks to research and complete their project and prepare a three- to five-minute presentation to teach what they learned to the rest of the class.

Assembly



2–3 days of instruction

In a simulated meeting of the Greeks' most democratic assembly, students form new groups, which are assigned to the pro or con side of one of four controversial propositions: new colonies, women's rights, the abolition of slavery, and submission to the Persians. Students do research to develop one or two arguments that support their position, then prepare their oral arguments. After each proposition is presented and argued before the assembly, a vote is taken to determine the "winner."

Technikos

2–4 days of instruction

Through a series of four inquiry-based labs, students explore some of the major science and math contributions of the Greeks. These labs cover the areas of earth science; forces, motion, and energy; geometry; and physical science. As they complete the lab exercises, students will be reinforcing and understanding key scientific principles in the same manner the Greeks did, making for a holistic, fun, and challenging experience.

Acropolis

3–4 days of instruction

Students learn not only about Greek architecture, but also about five different forms of government (monarchy, democracy, oligarchy, anarchy, and dictatorship). First they study Greece's famous architects and buildings with their Doric, Ionic, and Corinthian columns. Then they read an essay describing the five different forms of government. Each polis uses what they've learned to design and build a Greek temple, then they randomly draw one of the five forms of government, under which they must operate to build their temple. Temples are judged on beauty, symmetry, function, and how well they honor their deity.

Theater

3 days of instruction

In this phase, students create and participate in a short theatrical production. Each polis reads a synopsis of a Greek play then writes an adaptation. With help from you or your school's drama teacher, students write the script, create costumes and props, and stage the plays.

Symposium

2–3 days of instruction

Students take to the stage, using scripts and other information they've researched. Some students portray famous Greek "celebrities" who have varied achievements in philosophy, politics, literature, science, and the military. Others are invited guests who ask questions of Socrates, Pericles, Aspasia, Phidias, Homer, Archimedes, and Alexander the Great to determine who contributed the most to the ancient Greek civilization. Students then write their personal decision in essay form using notes they took during the event.

Olympics

2–3 days of instruction

In this phase, students learn about the history of Olympics then simulate the ancient Greek meet. As students compete in such events as the Tortilla Toss (discus), Pitching Pencils (javelin), and Leaps and Bounds (standing broad jump), they are cheered on by their fellow Hellenes, who are striving for individual excellence as well as victory for their poleis. The top three winners in each event are honored at an awards ceremony that concludes the Olympics.

What do students learn?

The activities within this unit are correlated to national and state education standards. To obtain specific standards information for this title, go to www.teachinteract.com or contact us at 1-800-359-0961.

Greeks is a customizable unit that can include some or all phases contained within these materials and can be modified to include your own resources and activities. In the beginning of each phase of this unit, we detail the Knowledge, Skills, and Attitudes that students will acquire by participating in that particular phase. By using the foundation of this unit, your students will all gain and experience the following:

Knowledge

- Learn a general history and understand the cultural achievements of Archaic (Heroic), Classical (Golden), and Hellenistic Ages of ancient Greece
- Describe the development and significance of trade in ancient Greece
- Describe how geography played an important role in the development of fiercely independent city-states in ancient Greece
- Identify the names and some general characteristics of the different city-states within *Greeks* and mark their locations on a map
- Learn and appreciate the role religion played in Greek life, including identifying specific gods and goddesses, and the influence of the oracles
- Describe the social classes within the Greek Athenian democracy that included male citizens, who enjoyed full participation in government, as well as foreign-born people (helots), women, and slaves who were excluded from all government decisions
- Read and understand information about the origins and development of Greek democracy—specifically the assembly—as it functioned in fifth-century BCE Athens

Skills

- Identify and locate key places (city-states, bodies of water, etc.) on a map of Greece
- Use strategies to read with understanding, contribute to discussions, and interpret content
- Function effectively as an individual and/or cooperatively in a group or in pairs, as each task specifies, to reach certain objectives
- Listen purposefully and take notes when the teacher and classmates present information

- Research, create, and complete an original project by following directions and guidelines accurately and meeting deadlines

Attitudes

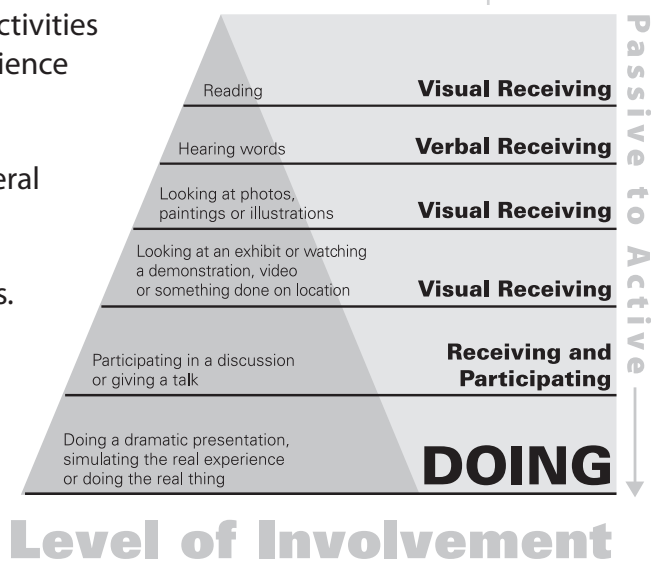
- Appreciate the significant contributions of ancient Greece to the development of Western civilization and the world today
- Appreciate that individual rights and universal democracy were not guaranteed for all in ancient Greece
- Appreciate the importance of art, music, theater, and religion in the culture of ancient Greece
- Appreciate the efforts, dynamics, and accomplishments of successful group interaction and cooperation
- Appreciate that planning, cooperation, and effort almost always produce better results than lack of preparation and haphazard or inconsistent work habits

Experiential Learning

Interactive teaching strategies stimulate students to think about and participate in ideas and events of the past to better understand how a particular period of history influences life today. Learning through experience leads to increased understanding and retention for a broad range of learners. For a few weeks, your classroom will resemble and reflect those ancient times, as young Hellenes journey through several phases of history and culture. They will remember what they experience for years to come.

Differentiation and Multiple Styles of Teaching and Learning

Like all Interact units, *Greeks* provides differentiated instruction through its variety of learning activities and assessments. Students learn and experience through all domains of language (reading, writing, speaking, and listening) and demonstrate their knowledge through several of Gardner’s Multiple Intelligences. The mix of individual and group work challenges learners of varying abilities and motivations. You can choose those activities that leverage your students’ strengths and stretch their abilities, and adjust the level of difficulty and expectation to fit individual needs. With *Greeks* you can challenge all students to reach for a higher level of performance.



Adapted from Edgar Dale’s “Cone of Experience”

How are students organized?

Students are organized into five separate city-states called poleis. Students remain members of their assigned polis throughout *Greeks*. Some activities require students to work individually, in pairs, or in small groups within their polis.

How much time is required?

Greeks can take a minimum of two and a half weeks to a maximum of seven weeks of class time. This unit is designed as a comprehensive resource that is flexible to meet your specific needs. You can use the entire unit as designed or let time and your local curriculum be your guide to combine elements from *Greeks* with your own ideas and resources.

Using the Whole Simulation

Using all of *Greeks* is time well spent if your course can afford it. Students will learn critical content and come away with memories they will never forget. If you follow the daily lesson plans included in this unit, you will spend 24 to 35 class periods. Suggestions and ideas for saving time and replacing or extending activities within specific phases are provided.

Using Only the Foundation

Going Greek, Academy, Festival, and Assembly are the foundation that we recommend as a minimum. These phases provide the basics of a solid interactive unit on ancient Greek civilization in two and a half weeks of class time, or 12 to 18 class periods.

Using These Materials to Supplement Your Existing Unit

If you're looking for ways to refresh your already solid Greeks unit, or you want to add experiential learning to your more traditional approach, pay special attention to Festival (a structure for offering differentiation), Assembly (demonstrating democracy), Acropolis (a tactile activity that emphasizes decision making), and Olympics (a playful kinesthetic experience). Use Technikos (science and math labs) for a creative and ready-to-use cross-curricular partnership with your peers and add a twist to your students' definition of history. Provide a fun alternative for content review with the Panhellenic Quiz Bowl. Or use an element or two from within a phase, like city-state teamwork, the Myth of Minotaur, or the mystical role of the Oracle to add a bit of fun to your routine.

How is learning assessed?

There are many opportunities for performance assessment within *Greeks*. Cooperative group, performance, and other phase-specific rubrics are provided. Students work to meet the expectations outlined in the provided rubrics, and to earn Greek Hellaspoinst, which can be used to gauge student involvement, effort, and understanding. Several tools—Quiz Cards, essay margin questions, and debriefing questions—can be used to review content and create formative assessments. Some activities, such as map work and reflection writing, can also be assessed using your standard grading system. Each phase includes suggested methods of assessment based on the activities contained within it.

What do Rubric Scores Mean?

- 4 Exceeds Expectations**—This rating describes work that exceeds the standard. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the unit activities. Their performance and/or product are significantly better than what was required or expected.
- 3 Meets Expectations**—This rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his or her understanding in an application setting.
- 2 Nearly There**—This rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his or her work in order to meet the standard described.
- 1 Incomplete or Ineffective**—This rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate knowledge or a skill, or will require alternative instruction and assessment.