

World History: Societies of the Past

Ancient Societies of Greece and Rome

3
CLUSTER

GRADE
8





Cluster 3

Learning Experiences: Overview

8.3.1 Overview of Antiquity

KG-039 Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.

KI-017 Identify defining characteristics of world religions that emerged in antiquity.

Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.

VI-006 Respect others' ways of life and beliefs.

8.3.2 Culture of Ancient Greece

KC-001 Describe the social organization of ancient Greece.
Examples: classes of citizens, slavery; role and status of children, women, and men...

KI-015 Compare and contrast life in Sparta and Athens.
Examples: social roles, education, governance, beliefs...

KI-016 Describe the importance of Greek myths in ancient Greek culture.

KH-031 Identify people, events, and ideas in ancient Greece and Rome.

VH-011 Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.

8.3.3 Democracy in Ancient Greece

KC-002 Describe the rise of democracy in ancient Greece.

KC-003 Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.

VC-001 Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.

VP-016 Appreciate the benefits of citizenship within a democracy.

8.3.4 Roman Empire

KL-025 Illustrate on a map the expansion of the Roman Empire.

KH-031 Identify people, events, and ideas in ancient Greece and Rome.

KP-047 Describe structures of governance in ancient Rome.

KP-048 Describe the nature of war and territorial expansion in the Roman Empire.

KE-055 Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.

8.3.5 Legacy of Ancient Greece and Rome

KH-032 Identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome.

Examples: the arts, philosophy, science, mathematics...

KP-046 Identify factors that influenced the rise and decline of ancient Greece and Rome.

KE-056 Describe technologies and achievements in ancient Greece and Rome.

Examples: architecture, transportation, weapons, aqueducts...

VI-005 Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.

Ancient Societies of Greece and Rome

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description

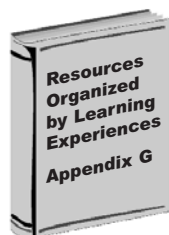


Cluster 3 begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas from about 500 BCE to 500 CE. This overview includes a consideration of world religions that emerged during this time period.

Students then explore life in ancient societies of *both Greece and Rome*. This comprehensive study focuses on the physical environment and the social, cultural, political, economic, and technological issues of these societies. Students consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

Key Concepts

- *Greece:* rise and decline, social organization, citizenship and democracy, life in Sparta and Athens, Greek myths, technology, and achievements
- *Rome:* rise and decline, governance, trade, empire building, war and territorial expansion, technology, and achievements



Engaging Students in the Cluster

- Arrive in class dressed in a toga or other period costume and assume the character/role for the day.
- Create a visual display of the architecture of Greece and Rome.
- Present a PowerPoint presentation of the art of ancient Greece and Rome.
- Post quotations in a large font around the classroom. Discuss their meaning.
 - “Education is the best provision for the journey to old age.”
~ Aristotle (384 BCE–322 BCE), Greek critic, philosopher, physicist, and zoologist
 - “United we stand, divided we fall.”
~ Aesop (620 BCE–560 BCE), Greek slave and fable author
 - “It is a true saying that ‘one falsehood leads easily to another.’”
~ Cicero (106 BCE–43 BCE), Roman author, orator, and politician
 - “Your very silence shows you agree.”
~ Euripides (484 BCE–406 BCE), Greek tragic dramatist
 - “Young men’s minds are always changeable, but when an old man is concerned in a matter, he looks both before and after.”
~ Homer (800 BCE–700 BCE), Greek epic poet
 - “To be loved, be lovable.”
~ Ovid (43 BCE–17 CE), Roman poet
 - “The price good men pay for indifference to public affairs is to be ruled by evil men.”
~ Plato (427 BCE–347 BCE), Greek author and philosopher in Athens
 - “If women are expected to do the same work as men, we must teach them the same things.”
~ Plato
 - “Enjoy present pleasures in such a way as not to injure future ones.”
~ Seneca (5 BCE–65 CE), Roman dramatist, philosopher, & politician
 - “I am not an Athenian or a Greek, but a citizen of the world.”
~ Socrates (469 BCE–399 BCE), Greek philosopher in Athens
 - “Money: There’s nothing in the world so demoralizing as money.”
~ Sophocles (496 BCE–406 BCE), Greek tragic dramatist
 - “They can conquer who believe they can.”
~ Virgil (70 BCE–19 BCE), Roman epic poet
- Create a Greek and Roman Wall of Fame.
- Read a Greek or Roman myth (e.g., Romulus and Remus).
- Post a chart of Greek and Roman gods, including names and powers.
- Display maps of ancient Greece and Rome.
- Display posters of ancient Greek and Roman ruins.

Learning Experiences Summary

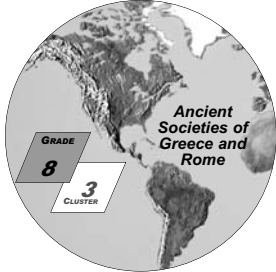
8.3.1 Overview of Antiquity

8.3.2 Culture of Ancient Greece

8.3.3 Democracy of Ancient Greece

8.3.4 Roman Empire

8.3.5 Legacy of Ancient Greece and Rome



8.3.1 Overview of Antiquity

- KG-039 Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.
- KI-017 Identify defining characteristics of world religions that emerged in antiquity. *Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.*
- VI-006 Respect others' ways of life and beliefs.

Enduring Understanding

Powerful and complex civilizations rose and fell in Asia, Europe, the Middle East, and Central America during the historical period often referred to as *antiquity*. These civilizations transformed the ancient world and had an enduring global impact on cultures and societies.

Description of the Learning Experience

Students map the major civilizations of antiquity, engage in collaborative learning to explore defining features of these civilizations, and learn about the world religions that emerged during this period.

Vocabulary: antiquity (See Appendix D for Vocabulary Strategies.)

Note: This cluster deals with the period from the rise of the classical Greek civilization in Europe to the end of the Roman Empire in the West, roughly 500 BCE to 500 CE.

It is important that students understand that historical periods are not discrete and definitive units, but approximate spans of time. It should also be made clear that many of the world's civilizations overlap over extended periods of time (i.e., Egyptian civilization did not end with the rise of the Persian Empire, et cetera).








See the Suggested Teaching Scenario on pages 55–60.

8.3.1 Overview of Antiquity



Assessment	Outcomes	Strategies
	KI-017 KG-039 VI-006	<p>Activate</p> <p>Using BLM 8.1.3e: “Sample Web: Civilizations,” or a web generated by the students for the study of a civilization, collaborative groups of students generate hypotheses as to how civilizations they have just studied in Cluster 2 might change over time (e.g., What types of changes do they envision? In which areas do they feel societies will change the most rapidly? Do they think there will be progress or decline? Will life get better or worse for most people?).</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

Ancient Societies of Greece and Rome




8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	<p>KG-039</p>	<p>Using a historical map or atlas, collaborative groups of students locate distinctive places related to the ancient civilizations of China, Greece, Rome, Persia, and Maya. In a guided plenary session, and using sticky notes and the provided list “Important Places in Antiquity,” the class locates places and regions of antiquity on the wall map of the world. The class may use a current political map of the world to compare places of antiquity to contemporary names (i.e., Asia Minor and Turkey, Persia and Iran, Gaul and France, Mesopotamia and Iraq...).</p> <p>TIP: The purpose of this exercise is to give students a general overview of the location of the main civilizations of the period of antiquity. Invite groups to begin by identifying the places they already know (e.g., Egypt, Nile River...), allotting enough time for them to explore and locate other places and share their discoveries among groups. Some of the suggested geographic elements will require more research (e.g., Royal Road of Persia, Silk Road, and Great Wall of Asia). Groups may be provided with blank outline maps where they can label major places, regions, and routes. (Note that students will locate places of importance to the Roman Empire in greater detail in a subsequent learning experience.)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <ul style="list-style-type: none">  BLM: Important Places in Antiquity  BLM: Outline Map of Europe  BLM: Outline Map of Asia  BLM: Outline Map of Central America  BLM: Outline Map of the Mediterranean <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		



8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	<p>KI-017 KG-039 VI-006</p>	<p>Students are introduced to the idea that most of the major world religions that exist today had their origins in the period called antiquity, from about 500 BCE to about 500 CE. In response to this idea, students brainstorm a list of the names of religions. (If they have difficulty in naming a variety of religions, they may consult a world atlas to find a map of the distribution of the world’s major religions today.) Students then generate ideas about what they think all these religions have in common (e.g., famous leaders or teachers, belief in a non-physical world, rituals or traditional practices, moral instruction, sacred writings...). Using the ideas generated, collaborative groups of students develop their own working definition of religion. Groups share their definitions and discuss how religion influences societies and relationships.</p> <p>TIP: Students will likely not be able to differentiate between “sect” and “religion,” and may name as examples of religion various sects of Christianity, as it is the dominant religion of Canada. Guide them in the recognition that all religions that are based on the central belief in the teachings of Jesus Christ are considered to be part of the Christian religion. Ask questions that encourage students to name religions that are more dominant outside of the Canadian context, calling upon what they learned about societies of the world in Grade 7. This activity offers the opportunity to stress respect for the beliefs and opinions of others and to observe students’ application of this interpersonal skill in the course of the discussion. Caution students also to respect privacy in the matter of religious beliefs or convictions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	<p>Collaborative groups of students engage in a Sort and Predict exercise about the defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Maya from 500 BCE to 500 CE. Students apply their prior knowledge, and use critical reasoning to decide which characteristics may fit which civilization at this point in their learning. (They will later verify their predictions through research.)</p> <p>TIP: Ideally this activity should be carried out in groups of five, so that groups may pursue a Jigsaw activity on this topic in the Acquiring phase of the learning experience.</p> <p>8.3.1 f BLM: Sort and Predict: Defining Characteristics of Ancient Societies (3 pages)</p> <p>8.3.1 g BLM: Sort and Predict: Defining Characteristics of Ancient Societies—Key (3 pages)</p>
Acquire		
	KI-017 KG-039 VI-006	<p>Collaborative groups of students create an electronic file of examples of two different primary sources from each of the five ancient civilizations in this era (i.e., images of artifacts, writing or numerical notation samples, art, architecture, excerpt from a text written in that period). Roles may be assigned as follows for a four-person group: Internet searcher, recorder or scribe, archivist, and spokesperson. The Internet searcher assesses and selects sources, retaining titles and URLs; the scribe records the group’s notes in point form as a description of each artifact; the archivist in each group records details of the primary sources (refer to BLM template); and the spokesperson prepares an oral presentation explaining why the group selected these pieces.</p> <p>TIP: The group may later use the pieces collected as the basis for preparing a multimedia presentation.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p>8.3.1 h BLM: Primary Source Template</p>
		<i>(continued)</i>
Teacher Reflections		






8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
	KI-017 KG-039 VI-006	<p>Using the Sort and Predict activity completed in the Activating phase of this learning experience, collaborative groups of five students engage in a Jigsaw activity to gather information on the identifying characteristics of each of the five ancient civilizations: China, Greece, Rome, Persia, and the Mayan civilizations.</p> <p>Students begin with their home groups, reviewing the predictions they have made about the defining characteristics of ancient societies and generating their own questions about what distinguishes each of these societies. In each group, tasks are divided so that one student is responsible for one of the five ancient societies listed.</p> <p>Students then regroup into expert groups with the other students assigned the same civilization. Together, they consult sources to verify the accuracy of their home group’s predictions and to add further descriptive detail based on the questions they have generated in their home groups.</p> <p>Each expert group creates a short text describing the main features of their civilization, including additional interesting facts they have discovered. As a group, students decide on the most effective format in which to share this information with their home groups (e.g., a chart, a web, an illustrated Mind Map, a descriptive map including symbols and images, a narrative of the type “once upon a time...”, an illustrated timeline...). The groups prepare their summaries in the allocated time and return to their home groups to share and present their information.</p> <p>In a plenary discussion, students discuss which elements of ancient societies are most prominent or most significant in their perceptions.</p> <p>TIP: Review with students the idea of “defining characteristics” as the elements that stand out as distinguishing one society from another. Emphasize that they will be studying Greece and Rome in greater detail later in the year, but for now they are simply searching for a world overview of ancient societies in this learning experience (i.e., they need to be selective about the information they choose to include). Allow sufficient time for students to verify and add to their initial predictions with their home groups.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
Teacher Reflections		




8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	Students are asked to observe that acceptance of religious and cultural diversity was a feature of some ancient societies (e.g., Persia), but not others (e.g., Rome’s persecution of Christianity, Greece’s sentencing of Socrates to death, the belief in ancient China that non-Chinese persons were barbaric...). Students consider the principle of respect for the ways of life and beliefs of others, asking themselves how this can be demonstrated in the classroom. Working in collaborative groups, they generate four or five short descriptors that show their ways of life and beliefs are being respected by others in the class. Each group presents their descriptors, and the class decides collectively on four simple guidelines to be applied throughout the year as a means of assessing their respect for others in classroom interactions.
— or —		
	KI-017 KG-039 VI-006	Pairs of students create an illustrated timeline of the period of antiquity, from approximately 500 BCE to approximately 500 CE (i.e., the end of the Western Roman Empire). Students gather information using BLM 8.3.1g as a starting point, including additional events and developments as desired. TIP: Students may choose to create a large timeline, to which they will be able to add details when they study Greece and Rome in further detail later in the year.
 BLM: Sort and Predict: Defining Characteristics of Ancient Societies—Key (3 pages)		
— or —		
 	KI-017 KG-039 VI-006	Students collaborate to create an illustrated historical wall map of antiquity, showing the locations of the main civilizations of China, Persia, Greece, and Rome on an enlarged outline wall map of the world. The wall map may include images, symbols, or clip art at the appropriate places to represent the defining characteristics of these civilizations (i.e., religion, architecture, major achievements or events). TIP: Students may now replace the sticky notes used in the Activating phase to identify places. Each addition to the collective map should be carefully assigned and planned so that the map may remain a clear reference throughout the cluster. Note that the full extent of the Roman Empire will be outlined in a later learning experience.
<i>(continued)</i>		
Teacher Reflections		




8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	<p>Using print and electronic resources, students gather information about the defining characteristics of world religions that emerged in antiquity (e.g., Buddhism, Christianity, Confucianism, Hinduism, Judaism...). Students may use the provided note-taking frame to gather, organize, and record their notes. Students share their information in collaborative groups, helping one another to revise and refine their notes. In a guided plenary discussion, students may wish to consider what they have found that religions have in common, or to discuss reasons why religion, like culture and language, has often been a source of misunderstanding or conflict throughout history.</p> <p>NOTE: Hinduism in India and Judaism in the Middle East originated much earlier (around 2000 BCE); however, during this period religions began to spread across societies. Additionally, as individuals from different religions came into contact with one another, they often influenced each other's religious beliefs and practices. Buddhism emerged during this period as an offshoot of Hinduism in India, with Siddhartha Gautama (b. 563 BCE). Confucianism originated with Kung Fu Tsu in China in about 500 BCE, but did not gain in popularity until the Han Dynasty around 100 BCE. Christianity emerged during this period and spread very rapidly to become the major religion of the later Roman Empire.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: World Religions (2 pages)</p>
 	KI-017 KG-039 VI-006	<p>Apply</p> <p>Using the images of primary sources selected in the Acquiring phase of this learning experience, collaborative groups of students design and present a multimedia presentation of their selected images. As part of their presentation, students identify the source of each image, and provide an oral account of the historical importance of each image. Following the presentations, the class discusses similarities they have observed among these civilizations of antiquity.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

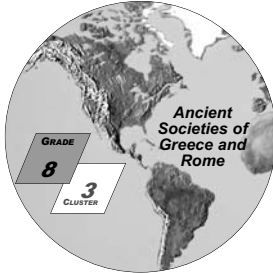
8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	<p>Students are divided into five groups for each of the main civilizations of antiquity: China, Persia, Greece, Roma, and Maya. Each group creates a placard, including a symbol and key words, representing the identifying characteristics of the civilization. Students place the placard at an appropriate spot on the wall timeline.</p> <p>TIP: The placard may indicate the approximate time span of the rise, height, and decline of that civilization in order to portray an overview of the period for reference purposes. Additions to the timeline related to events, people, and ideas in the history of ancient Greece and Rome will be added throughout this cluster.</p>
— or —		
	KI-017 KG-039 VI-006	<p>Students read the provided series of quotations from various religious or spiritual texts from major world religions that emerged during this period of history (or invite students to carry out a mini-research to find additional quotations). Working in collaborative groups, students analyze the quotations to discover some of the beliefs and values that are common to these religions. Each group presents their observations, and the class discusses the role of religion in ancient societies.</p> <p>TIP: Students may also create placards representing each of the major world religions and indicating the period of their emergence, to be included on the wall timeline. This activity offers the opportunity for students to self-assess their respect for the ways of life and ideas of others using the criteria developed in the Acquiring phase.</p> <p style="text-align: center;">  BLM: Thoughts from World Religions (2 pages) </p>
<i>(continued)</i>		
Teacher Reflections		

8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	Using Think-Pair-Share, students review what they have learned in this overview of the period of antiquity and write a journal reflection about which civilization of this period they would most like to live in, stating the reasons why.
		
— or —		
	KI-017 KG-039 VI-006	Pairs or triads of students create a travel brochure entitled “A Trip through Antiquity”, indicating major features and attractions to visit in each of the civilizations of China, Persia, Greece, Roma, and Maya. Students may focus on archeological sites and ancient architecture that exist today in each of these regions, or they may design the brochure as an imaginary trip through time in which people are invited to “visit” each of the civilizations (i.e, have a conversation with a Mayan astronomer, assist in the building of the tomb of the First Emperor of the Qin [Chin] dynasty, attend the Circus Maximus in Rome, witness the trial of Socrates in Athens...). TIP: Develop clear criteria related to historical content requirements before students begin this activity.
<hr/> <p>Teacher Reflections</p>		

Teacher Reflections



8.3.2 Culture of Ancient Greece

KC-001	Describe the social organization of ancient Greece. <i>Examples: classes of citizens, slavery; role and status of children, women, and men...</i>
KI-015	Compare and contrast life in Sparta and Athens. <i>Examples: social roles, education, governance, beliefs...</i>
KI-016	Describe the importance of Greek myths in ancient Greek culture.
KH-031	Identify people, events, and ideas in ancient Greece and Rome.
VH-011	Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.

Enduring Understanding

The art and culture, social organization, thought, and values that flourished in the city-states of ancient Greece had a far-reaching impact on the development of western societies.

Description of the Learning Experience

Students explore people, events, and ideas that defined the culture of ancient Greece, compare life in the city-states of Sparta and Athens, and read and discuss Greek myths.

Vocabulary: polis (city-state), agora (market), acropolis (fortified hill), philosophy (See Appendix D for Vocabulary Strategies.)

Note: This learning experience offers several opportunities for integrated projects with the visual arts and language arts (e.g., drama, choral reading, creative writing, literature circles). Through the discussion of Greek ideas, encourage students to make connections to concepts acquired in mathematics, geometry, and science.






See the Suggested Teaching Scenario on pages 55–60.

8.3.2 Culture of Ancient Greece






Assessment	Outcomes	Strategies
	KC-001	<p>Activate</p> <p>Students view a series of primary source images that depict people, events, and ideas of ancient Greece (e.g., images of art, artifacts, architecture, mythology). Using the images as a starting point, students generate questions about the culture, life, and social organization of ancient Greece.</p> <p>TIP: Refer to BLM 8.2.4c “Reading Art and Architecture” or BLM 8.2.2b “Examining an Artifact” for guidelines to assist students in viewing and responding to images.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;">(continued)</p>
	KI-015	
	KI-016	
	KH-031	
	VH-011	

Ancient Societies of Greece and Rome

8.3.2 Culture of Ancient Greece








Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-001 KI-015 KI-016 KH-031 VH-011	Using a Word Splash, pairs of students make predictions about social organization and daily life in the city-states of ancient Greece. Pairs discuss and compare their predictions with those of another pair.  BLM: Word Splash: Greek Society
— or —		
	KI-016 KH-031 VH-011	Students listen to a reading of a Greek myth and respond by discussing its theme and moral message. Students also discuss what the myth tells them about the values and beliefs of the people of ancient Greece, and generate further questions about the importance of mythology in Greek culture. TIP: Before reading the myth, set the scene by introducing the main characters, and suggest one or two guiding questions to help students focus their listening. Alternatively, students could read and discuss a selected myth aloud in collaborative groups. Suggested print sources for Greek myths: <ul style="list-style-type: none"> • <i>Greek Myths</i> by Olivia Coolidge • <i>Greek Myths, 8 Short Plays for the Classroom</i> by John Rearick  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KC-001 KI-015 KI-016 KH-031 VH-011	Using the web of the elements of societies created in LE 8.1.3 (refer to BLM 8.1.3e: “Sample Web: Civilizations”), collaborative groups of students brainstorm what they know about ancient Greece, including its social organization, social roles, stories and myths, daily life, beliefs, education, arts, and governance. Student ideas are recorded in the form of a web showing links between ideas under each main element of civilization. The groups display their webs, and students circulate in a Carousel, using sticky notes to suggest additional ideas for each of the webs. In a plenary discussion, students discuss what life may have been like in ancient Greece, and generate questions for further inquiry.
<i>(continued)</i>		
Teacher Reflections		

8.3.2 Culture of Ancient Greece



Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-015 KI-016 KH-031 VH-011	Using their prior knowledge of myths, legends, origin stories, and the traditional oral narratives of oral tradition of indigenous cultures, students generate a working description of the role, subject matter, influence, and importance of mythology in societies throughout history. Students may wish to engage in a discussion about the relevance of myth and legend in modern times. Prompting questions include: <ul style="list-style-type: none"> • Can myths teach us about certain subjects, or provoke thought? • What kinds of myths do we see in modern industrialized societies? • Do myths still influence people’s beliefs and values?
Acquire		
	KC-001 KI-015 KI-016 KH-031 VH-011	Collaborative groups of students read an informational text about Greek society (i.e., social structure, roles, classes, beliefs and values, daily life and culture, organization of the polis, governance in Sparta and Athens) to verify the predictions they have made about life in ancient Greece in the Activating phase of this learning experience. Students represent their information in the form of an illustrated Mind Map to share with the class. After viewing the Mind Maps, students discuss negative and positive aspects of life in Greek society, comparing it to life in modern society.
or		
 	KC-001 KI-015 KI-016 KH-031 VH-011	Using print and electronic resources, students gather information about the culture and social organization in the Greek city-states of Sparta and Athens. Working in pairs, they create a Compare and Contrast chart of the two city-states. Students share their charts with each other, and discuss how these differences may have led to the Peloponnesian Wars and the gradual erosion of Greek society.
		 BLM: Compare and Contrast: Athens and Sparta
<i>(continued)</i>		
Teacher Reflections		

Ancient Societies of Greece and Rome






8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Using print and electronic resources, collaborative groups of students gather information about the city-state of Athens or Sparta, including the social organization and roles, groups of people, and daily life. Each group member selects one social role and creates a corresponding role card. Examples include:</p> <ul style="list-style-type: none"> • Elected politician • Dramatic actor • Soldier • Unmarried woman • Farmer • Mathematician • Craftsperson • Orator • Priest/priestess • Child at school • Slave • Poor citizen • Government official • Merchant • Olympic athlete • Poet or playwright • Married woman • Wealthy citizen • Philosopher • Doctor • Visiting foreigner <p>The role cards will be used later in this learning experience (see Applying strategies) as the basis for a skit or role-play about life in ancient Greece.</p> <p>TIP: In this activity, divide the class in half: one half focuses on Sparta; the other half focuses on Athens. Students will later use the role cards to create and present a short play depicting daily life for various individuals living in their assigned polis.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Role Card: Life in the Polis</p>
or		
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Using print and electronic resources, collaborative groups of students gather information about a selected topic related to people, events, and ideas in ancient Greece. Students create an illustrated placard for the wall timeline portraying details of the event, person, or idea (i.e., Who was involved? What occurred? When, where, how did this occur? What was its/his/her influence? Why is this event/person/idea important?).</p> <p>TIP: Students may wish to add other persons/events/ideas to the suggested list. Avoid duplication when groups select their topics. Groups may present their placards with a short speech and “unveiling ceremony” using Greek oratorical style (e.g., formal language, dramatic gestures...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Events, People, and Ideas in Ancient Greece</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-001	<p>Using print and electronic resources, students research a selected topic regarding daily life in the city-states of ancient Greece. Examples include:</p> <ul style="list-style-type: none"> • Education • Governance • Poetry • Science • Philosophers • Playwrights • Myths and stories • Art • Drama • The role of women • Mathematical thinkers • Wars • Architecture • Sports • The role of slavery • Poets <p>Students may use questions generated in the Activating phase of the learning experience to guide their choice of topic.</p> <p>TIP: Students should be guided to narrow their topic and field of inquiry to be as specific as possible. Sample guiding questions:</p> <ul style="list-style-type: none"> • How did the Greeks present their dramatic plays? • Who were some famous playwrights and what were their plays about? • What types of activities took place in the city’s gymnasium? • What subjects were included in the education of Greek citizens? • Who was Pericles and why was he important? • What is the myth of Zeus? • What types of religious festivals did the Greeks have? • What did the Greeks believe about slavery? <p>This activity offers the opportunity to review with students the steps involved in conducting research. Encourage students to develop a note-taking frame to help them organize and record their notes and sources. Establish criteria for historical sources (e.g., at least two print sources and one electronic source, including one example of a primary source). Encourage students to submit a plan for the format in which they would like to present their research, requiring that they include a visual, interactive, or hands-on dimension in their presentation.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	KI-015 KI-016 KH-031 VH-011	
<i>(continued)</i>		
Teacher Reflections		






8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies																		
Acquire <i>(continued)</i>																				
— or —																				
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Students listen to a reading from “Socrates’ Apology,” a piece written by Plato to depict how Socrates defended himself against the charges that were brought against him by the leaders of Greece, who accused him of corruption of the young. Students discuss and clarify the main ideas put forth by Socrates, and express their opinions of the charges brought against him, such as:</p> <ul style="list-style-type: none"> • Why do they think the leaders of the time objected so strongly to the teachings of Socrates? • Why did they feel these teachings would be a negative influence on the young? • What does the condemnation of Socrates in 399 BCE tell them about Greek society? <p>TIP: Set the scene for the students prior to the reading, explaining the context and key concepts. A suggested introduction and excerpt are included in the BLM.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Socrates’ Apology (3 pages)</p>																		
	— or —																			
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Students create illustrated historical maps of ancient Greece to highlight ideas, events, and people that have been included in the wall timeline (e.g., location of city-states, temples and oracles; the building of the Parthenon, the Battle of Marathon, the Persian or the Peloponnesian Wars...). Student maps should include appropriate images, symbols, and historical details, and may be posted around the timeline.</p> <p>TIP: Suggested places to include in the map:</p> <table border="0"> <tr> <td>• Mediterranean Sea</td> <td>• Aegean Sea</td> <td>• Ionian Sea</td> </tr> <tr> <td>• Gulf of Corinth</td> <td>• Peloponnesus (Peloponnesian peninsula)</td> <td></td> </tr> <tr> <td>• Athens</td> <td>• Sparta</td> <td>• Thebes</td> </tr> <tr> <td>• Mount Olympus</td> <td>• Delph</td> <td>• Corinth</td> </tr> <tr> <td>• Marathon</td> <td>• Macedonia</td> <td>• Asia Minor</td> </tr> <tr> <td>• Carthage</td> <td></td> <td></td> </tr> </table> <p>Encourage students to note the influence of geography on Greek life.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>	• Mediterranean Sea	• Aegean Sea	• Ionian Sea	• Gulf of Corinth	• Peloponnesus (Peloponnesian peninsula)		• Athens	• Sparta	• Thebes	• Mount Olympus	• Delph	• Corinth	• Marathon	• Macedonia	• Asia Minor	• Carthage		
	• Mediterranean Sea	• Aegean Sea	• Ionian Sea																	
• Gulf of Corinth	• Peloponnesus (Peloponnesian peninsula)																			
• Athens	• Sparta	• Thebes																		
• Mount Olympus	• Delph	• Corinth																		
• Marathon	• Macedonia	• Asia Minor																		
• Carthage																				
<p>Teacher Reflections</p>																				




8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Pairs of students read a legend, story, or myth from ancient Greece. After discussing the main ideas, questions, or values represented in the myth, they write and illustrate a modernized version of the myth that addresses the same topic.</p> <p>TIP: The background information included in BLM 8.3.2f may be explored and discussed with students prior to this activity. Invite students to recognize that Greek myths and stories reveal a world view that is in many ways very different from modern world views (e.g., attitudes about women, opinions on slavery and social status, belief in the importance of war, beliefs about competition and triumph, belief in the inevitability of fate, opinions about superiority and inferiority...). Help students to recognize that, despite the vast distance between ancient Greece and modern times, many of the questions that preoccupied the Greeks are questions that human beings still grapple with today (e.g., questions about human relationships and emotions, freedom and duty, personal identity, obligations to others, love and self-love, anger and revenge...).</p> <p>Suggested print sources for Greek myths:</p> <ul style="list-style-type: none"> • <i>Greek Myths</i> by Olivia Coolidge • <i>Greek Myths, 8 Short Plays for the Classroom</i> by John Rearick <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Greek Mythology (2 pages)</p>
— or —		
 	KC-001 KI-015 KI-016	<p>Students draw a diagram illustrating the layout and architecture of a Greek city-state, including public meeting places such as:</p> <ul style="list-style-type: none"> • The agora (central marketplace) • The acropolis (fortified central hill) and its temple (e.g., the Parthenon in Athens) • Theatres • City fortifications • The gymnasium • Roads • The port • The council-house and public buildings • Craftworkers' quarters • Family homes. <p>Student sketches should include a legend and a brief explanation of the purpose of the public areas of the polis.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		







8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Using print and electronic resources, collaborative groups of students research one of the major Greek gods, goddesses, or heroes. They prepare an illustrated poster that summarizes the myth or story of this deity and explains his or her importance in Greek culture (e.g., values and beliefs, practices, art, rituals...). Student posters are displayed in an area of the class designated as “Mount Olympus, Home of the Gods.” After circulating to view the posters, students discuss which myths they consider to be the most relevant to life and values in modern societies.</p> <p>TIP: The background information included in BLM 8.3.2f may be explored and discussed with students prior to this activity.</p> <p style="text-align: center;">  BLM: Greek Mythology (2 pages) </p>
Apply		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Collaborative groups of students select a story, legend, or myth of ancient Greece to dramatize in the style of a Greek theatre performance. Students create masks in the style of those of ancient Greece, depicting exaggerated emotions and characteristics for their characters. If the groups are large, students may wish to include a Greek chorus to provide narration and explanation at certain points in the play. After the presentations, students discuss the beliefs, values, and cultural practices of Greek life depicted in the presentation.</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.2 Culture of Ancient Greece





Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Pairs of students perform a role-play of a philosophical dialogue between a teacher and a learner about one of the central values and beliefs of Greek culture. In their dialogue, students use the technique of Socratic questioning to explore a question and reach a conclusion (e.g., What is goodness? What is the purpose of life? What is wisdom? What is balance? What is beauty? What is heroism?). The dialogue should show the influence of Greek myth on the values and beliefs being discussed by referring to stories of particular gods or goddesses. After presenting the dialogues to the class, students debrief, discussing their views of the Socratic method.</p> <p>TIP: Provide students with a model of Socratic questioning prior to this activity, or read a short excerpt from a Socratic dialogue by Plato. Encourage students to note that the questions must be thought-provoking, must encourage the learner to question him or herself, and must be logical or rational. The learner must be encouraged to always provide her or his own answers, rather than having the teacher provide them.</p>
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Collaborative groups of students create and present a short play depicting life and social roles in Sparta or in Athens, using the role cards prepared in the Acquiring phase of this learning experience. Following the presentations, students exchange ideas and opinions about Greek views on slavery, women, the role of children, war, and the values that the Greeks believed essential to the “Good Life.” After the presentations, students discuss the positive and negative aspects of life in ancient Greece.</p> <p>TIP: This activity may be made simple or more elaborate, as time permits. Students may choose to dress in character with chitons, cloaks, or military apparel; they may also use props to support their role-play and depict the city in which they live.</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.2 Culture of Ancient Greece

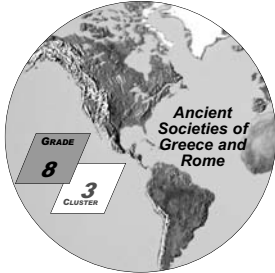
Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	KC-001 KI-015 KI-016 KH-031 VH-011	Students write a journal entry reflecting on the city of ancient Greece where they would prefer to live: Sparta or Athens. The reflection should include details of ways of life, social organization and roles, and values and beliefs.
		
_____ or _____		
	KC-001 KI-015 KI-016 KH-031 VH-011	Students create a Venn diagram in which they create symbols to represent differences and similarities in values, social roles, and daily life between Sparta and Athens. Students may begin by developing a list of the central values of each of the two societies (i.e., in Sparta: discipline, order, heroism, strength, responsibility, obedience; in Athens: freedom, discussion, debate, reasoning, open-mindedness). Students share their Venn diagrams in collaborative groups, discussing the city-state where they would prefer to live.
		
_____ or _____		
	KI-016 KH-031 VH-011	Collaborative groups of students select a short text or speech written by a Greek poet, playwright, orator, or philosopher. Each group prepares a choral reading of the text, including a short introduction that explains the context of the piece (i.e., person, event, ideas, beliefs...). TIP: Possible excerpts: Homer, Sophocles, Aristophanes, Aeschylus, Euripides, Plato, speeches of Pericles or Demosthenes
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

Ancient Societies of Greece and Rome

8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	Students draw a Mind Map to illustrate the influence and importance of myths in ancient Greek culture. Students may include illustrations or representations of the gods or goddesses of Mount Olympus, explaining their powers and their significance. The Mind Map should depict the Greeks' concept of the role of humans in relation to the gods (e.g., the concept of pleasing the gods, the concept of accepting one's fate, the concept of not transgressing limits through human pride or "hubris," differences and similarities between humans and the immortals...).
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	Students present their research into selected topics about culture, life, and social organization of ancient Greece. The research is presented as a Gallery Walk where students circulate to various stations to participate in short interactive displays. This activity may be retained as a culminating activity for the cluster, to which parents or other students are invited. TIP: Encourage students to present their research in a creative and interactive format, and involve them in planning the exhibits.
<p>Teacher Reflections</p>		

Teacher Reflections



8.3.3 Democracy in Ancient Greece

- KC-002 Describe the rise of democracy in ancient Greece.
- KC-003 Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.
- VC-001 Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.
- VP-016 Appreciate the benefits of citizenship within a democracy.

Enduring Understanding

Ancient Greek society developed many of the basic principles of democracy and citizenship that have influenced Western political thought and governance through the ages.

Description of the Learning Experience

Students explore Greek thought about “rule by the many” as opposed to “rule by the few,” consider the influence of Greek democracy on modern governance, and participate in role-plays to explore the nature of collective decision making.

Vocabulary: direct democracy, representative democracy, constitution, aristocracy, oligarchy, tyranny (See Appendix D for Vocabulary Strategies.)






See the Suggested Teaching Scenario on pages 55–60.

8.3.3 Democracy in Ancient Greece






Assessment	Outcomes	Strategies
	KC-002	<p>Activate</p> <p>Students brainstorm ideas to create a web illustrating the concept of democracy. Ideas generated by the students should be organized under key ideas (e.g., democratic principles, government, rights, responsibilities, citizenship, rule of law, equality, freedom, justice...). Students view the webs and discuss Canadian democracy, including the benefits of living in a democratic society.</p> <p>TIP: Students have explored the concept of democracy and democratic ideals in Grades 6 and 7, and should be familiar with the structures and principles of parliamentary democracy in Canada.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-003	
	VC-001	
	VP-016	
Teacher Reflections		

Ancient Societies of Greece and Rome








8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students engage in discussion about the following question: “Can a society that is based on slavery, and that excludes women and immigrants from citizenship, be considered a democracy?” Groups present a summary statement of their collective point of view to the class, and students discuss what they consider to be the essential characteristics of democracy. These characteristics are recorded on chart paper, or in students’ learning journals, for further reference and discussion.</p> <p>TIP: Encourage students to recall that there are various types of democratic government and to highlight what they see as the defining characteristics of democracy. Discuss with students the idea that democracy and citizenship do not have definitive definitions, but are “essentially contested” concepts, subject to change and to influence by the beliefs and values maintained by the dominant world view in a particular time and place.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Using Think-Pair-Share, students respond to the following quotation from Aristotle, a student of Plato: “Man is by nature a political animal.” Pairs combine with another pair to discuss the importance of politics, using their prior knowledge of the origins of the word <i>politics</i> as meaning “having to do with living in the polis (city-state),” or being a citizen (i.e., being involved in the city-state).</p>
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students brainstorm a list of various ways in which groups, organizations, and countries make decisions. Students may use the outline suggested in BLM 8.3.3a to guide them in their discussion. Each group shares their list with the class, and students consider which types of decision making they consider to be the most fair.</p> <p>TIP: Encourage students to use formal and informal examples of decision making, and to apply what they have learned in previous years about forms of government (e.g., parliamentary democracy, monarchy...).</p> <p style="text-align: center;">  BLM: Making Group Decisions </p>
<p>Teacher Reflections</p>		







8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
 	KC-002 KC-003 VC-001 VP-016	<p>Acquire</p> <p>Students are divided into five groups to gather information on different forms of government as identified by Greek thinkers (Plato, Aristotle): tyranny, monarchy, oligarchy or aristocracy, and democracy. Each group creates a two- or three-minute skit that portrays the concept or form of government they have been assigned. Following each presentation, the class discusses differences and similarities among forms of government, and considers which forms they find to be the most just and/or the most effective.</p> <p>NOTE: Students may use the note-taking frame suggested in BLM 8.3.3b. Remind students that not all Greek city-states were democracies, and that many Greek thinkers disagreed with the concept of democratic government. Also remind them that aristocracy in the original Greek sense of the term meant “rule by the best,” and referred to the leadership of those citizens who were the most respected, educated, and influential in Greek society. Ancient Greece did not have an officially recognized nobility or aristocracy defined in socio-economic terms, but rather an elite defined in terms of public conduct and reputation. Over time, the European tradition came to characterize the aristocracy as a hereditary group of wealthy families, and the term is often used in this sense.</p> <p>8.3.3 b BLM: Forms of Government</p> <hr/> <p style="text-align: center;">or</p> <hr/> <p>Students develop a Compare and Contrast chart of the criteria for citizenship and participation in government in Canada and in ancient Greece. Students share their charts, discussing benefits of citizenship within a democracy and the contributions of ancient Greek democracy to modern democratic concepts (i.e., citizen participation in government, election by majority, rule of law, freedom of speech, equality of citizens, citizens’ right to justice, right to peaceful assembly...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p>8.3.3 c BLM: Compare and Contrast: Ancient and Modern Democracy</p> <p style="text-align: right;"><i>(continued)</i></p>
	 	KC-002 KC-003 VC-001 VP-016
<p>Teacher Reflections</p>		







8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students read a selection of quotations from various historical periods about the concept of democracy. Using a process of consensus decision making, each group selects two or three quotations they find to be the most meaningful. They create political cartoons, depicting their selected sayings in their own words and using a humorous illustration to show its intent. An elected spokesperson for each group presents the cartoons to the class, explaining the reasons why the group selected each saying. The class may present thought-provoking questions of a Socratic nature to each group following their presentation.</p> <p style="text-align: center;"> BLM: Thoughts on Democracy (2 pages)</p>
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students develop a timeline showing the sequence of developments in ancient Greek democracy (refer to BLM 8.3.3e for suggestions). Each group selects or is assigned one development to research and present to the class in the form of an illustrated placard for the wall timeline. The groups present their selected event or development, explaining its significance to the class. After the presentations are completed and the placards affixed to the timeline, the class discusses parallel events in modern times related to the ongoing evolution of democracy.</p> <p>NOTE: The main intent of this activity is not to focus on chronology, but to help students recognize that the history of democracy has not been continuous over time (i.e., in many societies, it has alternated or been combined with other forms of government; democratic principles have also changed over time). A suggested template for the timeline placards is suggested in BLM 8.3.3f.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Democracy in Ancient Greece</p> <p style="text-align: center;"> BLM: Timeline Template</p>
<i>(continued)</i>		
Teacher Reflections		




8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-002 KC-003 VC-001 VP-016	<p>Groups of seven to nine students engage in role-plays to simulate decision making in each of three forms of government: monarchy, oligarchy, and democracy. A question appropriate to Greek society should be used as the subject for decision making, and a set amount of time should be allocated to make the decision. After the exercise, students debrief and discuss which form of decision making they consider to be the most effective, the most fair, the most efficient (i.e., least time consuming), the least divisive, and the most supportive of the public good.</p> <p>TIP: Refer to BLM 8.3.3g and Appendix H for role-play guidelines. Examples of questions for discussion:</p> <ul style="list-style-type: none"> • Should obligatory military service be extended to five years from two years for all males in Athens? • Should members of the Assembly be elected by votes and speeches rather than chosen by lottery? • Should slaves be freed after a certain number of years of service? • Should a person with one Greek parent but one foreign parent be allowed to attain citizenship? • Should Athens seek some allies to support the city-state against Sparta? <p> BLM: Role-Play: Decision Making in the Polis</p> <p> Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)</p>
or		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students read a description of a particular form of government and decision making, and discuss which form of government is described in each scenario. Each group presents their conclusions, and the class discusses how concepts of democracy and citizenship have changed over time.</p> <p>TIP: Note that each scenario may include one or more characteristics of democracy. Encourage students to consider which characteristics they consider to be <i>essential</i> or <i>defining</i> characteristics of democracy, and to explain why.</p> <p> BLM: Democracy or Not?</p>
<p>Teacher Reflections</p>		






8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
 	KC-002 KC-003 VC-001 VP-016	<p>Apply</p> <p>Students develop a Mind Map or illustrated chart outlining how the Greek system of direct democracy worked in Athens at the height of its civilization (i.e., during the time of Pericles). Students share their Mind Maps with their peers, discussing similarities and differences between modern and ancient democracy and citizenship.</p>
		<p style="text-align: center;">or</p>
 	KC-002 KC-003 VC-001 VP-016	<p>Students develop a persuasive speech in the style of ancient Greek orators, designed to convince the class of the advantages of direct democracy as opposed to representative democracy. Following the speeches, all members of the class vote on whether they agree or disagree with the position put forth by the orator. TIP: To save time, speeches may be presented to groups, with the class divided in four. Pairs of students may team up to prepare their speeches, and other pairs may be asked to present the opposite point of view, in the Greek tradition of logical debate and public persuasion. Develop a set of criteria for oratorical excellence with the class using the Greek ideals. Note that Greek oratory was generally quite formal, argumentative, and began with a clear definition of terms.</p>
		<p style="text-align: center;">or</p>
 	KC-002 KC-003 VC-001 VP-016	<p>Pairs or triads of students create a series of three Venn diagram charts to compare various forms of government: Venn #1: Monarchy and Tyranny; Venn #2: Monarchy and Democracy; Venn #3: Tyranny and Democracy. Students share the similarities and differences they discover in their collaborative groups.</p>
		<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-002 KC-003 VC-001 VP-016	<p>Using what they have learned about Greek culture, beliefs, and political thought, pairs of students prepare a short Socratic dialogue about the Greeks' most important contributions to the modern concepts of citizenship and democracy. The dialogue should include thought-provoking questions that urge students to draw their own conclusions and to question their presuppositions. After the presentation of the dialogue, the class considers how modern concepts of democracy have influenced their own views of the world and life in civil society.</p> <p>TIP: Students may present their dialogues in an Inside/Outside Circle format as follows:</p> <p>Half the class, including the animators of the dialogue, sits in an inside circle as participants in the interactive presentation. Students are accorded the right to speak, one at a time, in response to questions from the animators of the discussion.</p> <p>The other half of the class sits in an outside circle. Their role is to listen, observe, and take notes. (They may also be asked to evaluate certain elements of the presentation.) After the presentation, the outside circle observers may be asked to share their thoughts.</p> <p>Groups then trade places and reverse roles for the next presentation.</p>
	or	
	KC-002 KC-003 VC-001 VP-016	<p>Student pairs complete the provided Compare and Contrast chart showing the benefits and disadvantages of direct democracy (e.g., everyone in the group participates in decision making) and representative democracy (e.g., elected representatives make decisions for the larger group), using the models of ancient Athens and contemporary Canada.</p> <p>TIP: This activity offers the opportunity for students to discuss the question of the ideal size of a polis so that maximum citizen participation is encouraged. The Greek ideal was a polis small enough that everyone recognized one another. Students may wish to contrast this with the anonymity of today's large societies, and consider this question in the light of citizen apathy in modern societies, particularly among young people.</p>
	 BLM: Direct and Representative Democracy	
Teacher Reflections		

8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-002 KC-003 VC-001 VP-016	<p>Students engage in a RAFT writing activity, assuming the role of a person living in ancient Greece who is expressing dissatisfaction with an aspect of the democratic system of the time. Students share their writing in collaborative groups, discussing the issues they present and considering voices that may not have been heard in ancient Greek society.</p> <p>TIP: Brainstorm a list of possible RAFT components with the students before they begin this activity:</p> <ol style="list-style-type: none"> 1) What role will you take on? Note that the roles in this case need not be restricted to official Greek citizens. Students may choose to take on the role of a slave, a woman, a foreigner living in a Greek city-state, et cetera. 2) Who is your audience? This may be the Council of 500, a public official or magistrate, a philosopher-teacher, a corrupt member of the oligarchy, et cetera. 3) What format will your writing take? The writing may be a poem, a letter, a poster, or pamphlet to be circulated to concerned citizens, et cetera. 4) What is your central topic? Choose a strong verb to describe your purpose.
— or —		
 	KC-002 KC-003 VC-001 VP-016	<p>Students perform a role-play where they are a group of Greek citizens of various ages, occupations/classes, and political opinions who are engaged in discussing a question that was likely to have preoccupied the Greeks. Possible questions include:</p> <ul style="list-style-type: none"> • What is the ideal size for a polis? • What are the most important characteristics of a good leader? • Should the conquered foreign peoples be kept as slaves or should they all be freed? • Should women in Greek society be educated and allowed to participate in assemblies? <p>TIP: Refer to suggestions and guidelines in TN-7 in Appendix H. Develop a list of Greek values, beliefs, and social roles prior to the role-play, and encourage students to remain “in character” and to realistically reflect the Greek world view in their role-play. Students may opt to take on the role of a particular historical figure.</p> <p> Appendix H: Teacher Notes: Role-Plays and Simulations</p>
<p>Teacher Reflections</p>		



8.3.4 Roman Empire

KL-025	Illustrate on a map the expansion of the Roman Empire.
KH-031	Identify people, events, and ideas in ancient Greece and Rome.
KP-047	Describe structures of governance in ancient Rome.
KP-048	Describe the nature of war and territorial expansion in the Roman Empire.
KE-055	Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.

Enduring Understanding

The Roman Empire dominated Europe, Asia Minor, and northern Africa with its powerful structures of governance and law, military strength and organization, and its extensive system of trade and transportation.

Description of the Learning Experience

Students create timelines and maps of the development of the Roman Empire and explore the structures of governance, military organization, and trading networks established by Rome.





Vocabulary: republic, empire, dynasty, dictator, absolute power (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.





8.3.4 Roman Empire

Assessment	Outcomes	Strategies
	KL-025	<p>Activate</p> <p>Using a map of the Roman Empire at its peak, collaborative groups of students brainstorm problems Rome may have encountered in trying to govern such a large and diverse territory. Groups share their ideas with each other, considering the advantages and disadvantages of territorial expansion, and discussing how Rome dealt with these challenges.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;">(continued)</p>
	KH-031	
	KP-047	
	KP-048	
	KE-055	
Teacher Reflections		







8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Using a map of the world or a historical atlas, collaborative groups of students locate places relevant to the Roman Empire (see BLM 8.3.4a for list). After groups have identified places in an atlas, they locate them on the wall map of the world. Students observe and discuss the extent of the Roman Empire, comparing it to the regions previously controlled by Alexander the Great, the Persian Empire, or Egypt.</p> <p>TIP: Students may identify places under the control of the Roman Empire on the wall map of the world using sticky notes of one colour, and other places or regions with sticky notes of another colour. Demonstrate the borders of the extent of Roman Empire on the large map of the world after all places have been identified by students. Students may later be assigned the task of labelling the wall map using more permanent labels, symbols, or colours.</p> <p style="text-align: center;"> BLM: Important Places in the Roman Empire</p>
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students articulate their prior knowledge and their views of the Roman Empire, responding to expressions such as “the grandeur that was Rome” and “all roads lead to Rome.” With these notions in mind, they observe a selection of images of artifacts and architecture of ancient Rome, and generate theories about the defining characteristics of Roman society. Students share their theories and discuss similarities and differences they may have noted in comparison to ancient Greece (i.e., style of art and architecture, religion and gods, military, trade...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		





8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-025 KH-031 KP-047 KP-048 KE-055	Collaborative groups of students brainstorm what they know about ancient Rome, sorting their ideas into a web under the main elements of civilizations. Groups share their webs in a plenary session, generating questions for further inquiry into the Roman Empire. TIP: Students may follow a model of their own or they may use the sample web provided in BLM 8.1.3e “Sample Web: Civilizations.”
— or —		
	KH-031 KP-047 KP-048	Present students with the following ideas: <i>Monarchy was the form of government in early Rome. It became a Republic under the influence of Greek ideals of democracy. Later, Rome became an Empire governed by an emperor who was, in effect, a dictator. He was not chosen by the people; he controlled the Senate and all aspects of Roman government; and he had unlimited power and a lifelong term of office.</i> Students discuss what they already know about forms of government, noting that often governments can be an amalgamation of several different types (i.e., oligarchy, tyranny, democracy, monarchy). Based on this discussion, students carry out a Sort and Predict activity using words related to governance and political power. Students share their predictions with their peers, and revisit these predictions later in the learning experience.
		 BLM: Sort and Predict: Governance
		 BLM: Sort and Predict: Governance—Key
Teacher Reflections		





8.3.4 Roman Empire

Assessment	Outcomes	Strategies
 	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Acquire</p> <p>Collaborative groups of students select two people, events, or ideas as research topics regarding the rise and expansion of the Roman Empire. Using print and electronic resources, each group gathers information on the topic to create a one-page illustrated handout, summarizing the key points of their research to share with other students.</p> <p>TIP: A list of suggested topics is included in BLM 8.3.4d. Ensure that each group selects a different topic and that various types of historical events are represented (e.g., political, social, artistic, military...). Alternatively, groups may create an illustrated placard for the wall timeline for their selected event, person, or idea.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Events, People, and Ideas of the Roman Empire (2 pages)</p> <p style="text-align: center;">— or —</p>
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students create an individual illustrated timeline selecting a specified number of events, people, or ideas in the history of the Roman Empire. (Four or five topics may be selected from the suggested list in BLM 8.3.4d.) The selection of topics should reflect a variety of aspects of Roman society (i.e., governance and citizenship, economics and trade, war and military, arts, leisure, technology), and students should be prepared to justify their choices by explaining the historical significance of each item. Students may then compare their timelines in collaborative groups, discussing the significance of the events they have chosen to include. In a general discussion, students highlight the factors that led to Rome’s dominance of Europe, Asia Minor, and North Africa from the 2nd century BCE to the 6th century.</p> <p>TIP: Students may choose to add events to the timeline they have previously created for ancient Greece. This will highlight for them the idea of the chronological overlap of civilizations and their gradual development and rise to power.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Events, People, and Ideas of the Roman Empire (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		







8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	Students create a historical map of the Roman Empire at its peak, identifying significant places and conquered provinces, major trade routes and trade items from various regions in Europe, Asia, and North Africa. TIP: Individual student maps may be used as the research basis for adding details about the Roman Empire to the collective classroom wall map, assigning specific tasks to small groups.
or		
	KH-031 KP-047 KP-048	Students create charts that illustrate governance in ancient Rome. They begin their work by first engaging in a guided class discussion, during which they review the terms <i>monarchy</i> , <i>republic</i> , and <i>empire</i> , and focus on distinctive characteristics of each form of government. Students then gather information about the main structures of governance Rome used to rule its empire, including conquered territories and its central government (keeping in mind that Roman rule underwent many changes over time). Students use the information they have acquired to create a chart that illustrates governance in ancient Rome and the role of the military in the empire. TIP: Students may use the words suggested in BLM 8.3.4e to help them gather information and construct their charts. Students are familiar with the concepts of empire and monarchy. Highlight the distinguishing characteristics of a republic (i.e., the leader is chosen by the people and the state is ruled by law). Clarify that the Roman Republic gradually became a dictatorship and that, when it became an empire in 27 BCE, the emperor had absolute or unlimited power (i.e., it was a dictatorship). Students may discuss the question of what conditions may lead people to accept dictatorship (i.e., the desire for security, law and order, economic prosperity, military defence...).
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Word Splash: Roman Governance
		<i>(continued)</i>
Teacher Reflections		




8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KH-031 KP-047 KP-048 KE-055	<p>Collaborative groups of students gather information about the nature of war, the organization of the army, and its role in territorial expansion and protection in the Roman Empire. Each group creates an illustrated poster summarizing the information it has gathered. Posters are displayed, and students circulate to view them. In a guided plenary discussion, students consider reasons why war and military power were so important in ancient Rome, including the following:</p> <ul style="list-style-type: none"> • Influence of Roman and Greek military ideals of discipline and power • Desire to expand trade and economy by conquering lands • Desire to increase the tax base to support building and transportation • Belief in the superiority of the Roman people • Desire to acquire more slaves for construction and work • Desire to protect the government and the wealth and property of the upper classes • Desire to control and subdue the conquered provinces • Desire to maintain law and order <p>TIP: Students may use the words suggested in BLM 8.3.4f as the basis for their research. As an alternative activity, students may use the Word Splash to make predictions about the nature of war and territorial expansion in ancient Rome, and then conduct research to verify, correct, and refine their predictions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Word Splash: Roman War</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.4 Roman Empire



Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students view a documentary video about the Roman Empire. Following the viewing, students discuss what they have learned about Roman territorial expansion, structures of governance, war, social organization, and trade.</p> <p>TIP: Be aware of copyright restrictions when using commercial films/video. Refer to the Discovery Channel, PBS, A&E Educational Videos, or the History Channel for program titles that may be used in the classroom. Encourage critical viewing, inviting students to note images and historical details (refer to TN-6 “Viewing Historical Films/Videos” in Appendix H for further suggestions). Commercial historical fiction films may also be used in the classroom to provide rich visual supports and to help students envisage life in past societies. When using these types of films, elicit student impressions of the accuracy of portrayals of ways of life in that era, rather than particular events or historical figures.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Viewing Historical Films/Videos</p>
or		
 	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Collaborative groups of students create a map of the Roman Empire and its trading partners in Northern Africa, India, and China. They illustrate major trade routes and symbols representing the goods traded, and create a colour code to indicate the conquered provinces under the control of Rome at its peak. Students discuss the strategies used by Rome to preserve and extend trade, and the cultural influences that resulted from the exchange of ideas that accompanied the exchange of goods, including</p> <ul style="list-style-type: none"> • the spread of Christianity from the Middle East • Greek influence on religion, art, architecture • the influence of the Persians, Arabs, and other Asian cultures on the arts of the Byzantine Empire <p>TIP: Students may be divided into groups to create maps of the Roman Empire that depict its various stages of development or that depict details of particular wars for territorial expansion or protection (e.g., Gallic wars, Punic wars with Carthage, Hannibal’s expedition, the conquest of Greece, the conquest of Britain, Hadrian’s Wall...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>

8.3.4 Roman Empire



Assessment	Outcomes	Strategies
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Apply</p> <p>Students present a persuasive speech, enhanced by visual supports, describing what they consider to be the most important person, event, or idea in ancient Rome. Students should take the perspective of a historian, explaining the historical significance of the event and its impact during Roman times and in subsequent eras. Following the presentations, students may decide to vote on what they consider to be the “Top Five” historic moments of the Roman Empire. Each of five groups may create a distinctive marker illustrating one of the selected events, people, or ideas for inclusion on the wall timeline.</p> <p>TIP: Highlight the importance of persuasive speech in Roman culture, and develop with the students a set of descriptive criteria for evaluating oratorical skills as well as the use of historical evidence. Emphasize the need to provide valid historical arguments for the selection of a particular event, person, or idea, rather than basing the selection on personal interests or preferences.</p>
	 	KL-025 KH-031 KP-047 KP-048 KE-055

Teacher Reflections

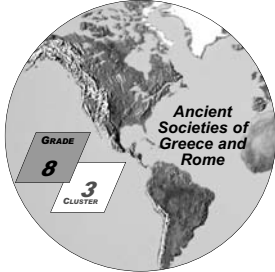
8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students create an announcement seeking candidates to fill a position in government, military, or trade in the Roman Empire. The announcement should include a description of responsibilities, qualifications, expectations, the nature and location of the posting, and the benefits and salary associated with the position. Announcements are shared with the class, and students discuss which roles they find to be the most difficult, or the most appealing, in ancient Rome.</p> <p>TIP: Students may first brainstorm a list of the types of occupations before beginning their writing (e.g., mercenary, legionary, general, Senator, publican, teacher, governor, charioteer, gladiator, weapons manufacturer, importer of cotton and silk, marble worker, road builder, aqueduct engineer, architect, doctor, temple priest...). Remind students that most physical labour and menial tasks in Roman society (e.g., construction, roads, services, cleaning, manufacture...) were carried out by slaves who were either conquered peoples or plebeians sold into slavery because of debts.</p>
— or —		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Collaborative groups of students discuss some of the Greek influences evident in Roman ideas of governance and military organization. Using their knowledge of Greece and Rome, they create a Concept Map that shows the distinctions between the Greek model of government and the Roman model of government. The Concept Map should also include ideas of why structures of governance moved away from democracy (i.e., as it expanded, the empire was too large to be a “polis” in the Greek sense; the need for military control of the conquered regions created an increasingly stronger role for the military and generals; values moved toward respect for law and order rather than respect for freedom...).</p> <p>TIP: Encourage students to discuss the reasons why Rome chose to conquer lands to extend its influence and resources rather than establishing colonies, as Greece did.</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	<p>KL-025 KH-031 KP-047 KP-048 KE-055</p>	<p>Students create an illustrated story or a short play about an event or person of ancient Rome. The narrative should be based on historical facts, and contain all the elements of a creative short story, including some fictionalized but realistic detail. Suggested topics include the following:</p> <ul style="list-style-type: none"> • Assassination of Julius Caesar • Life and death of Cicero • Story of Mark Antony and Cleopatra • Expedition of Hannibal • Building of the Pantheon • Conversion of Constantine to Christianity <p>TIP: Students may perform or read their stories to invited groups in a culminating activity or a historical festival at the end of the cluster (refer to LE 8.3.5).</p>
<p>Teacher Reflections</p>		

Ancient Societies of Greece and Rome



8.3.5 Legacy of Ancient Greece and Rome

- KH-032 Identify ways in which today’s world has been influenced by the ideas of ancient Greece and Rome.
Examples: the arts, philosophy, science, mathematics...
- KP-046 Identify factors that influenced the rise and decline of ancient Greece and Rome.
- KE-056 Describe technologies and achievements in ancient Greece and Rome.
Examples: architecture, transportation, weapons, aqueducts...
- VI-005 Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.

Enduring Understanding

Greek and Roman civilizations dominated European culture for many centuries and continue to have a profound impact on culture, language, thought, science, and the arts in contemporary societies.

Description of the Learning Experience

Students investigate diverse examples of the achievements and cultural influence of Greece and Rome; they consider and compare factors that influenced the rise and decline of these classical civilizations.

Vocabulary: classical (civilizations), humanism (See Appendix D for Vocabulary Strategies.)






Note: This learning experience is planned to help students refine, synthesize, and reflect on what they have learned about the civilizations of Greece and Rome. Involve students in advance when selecting and planning a culminating experience for this entire cluster, such as a Gallery of Antiquity or a Historical Festival.

See the Suggested Teaching Scenario on pages 55–60.






8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
	<p>KH-032 KP-046 KE-056 VI-005</p>	<p>Activate</p> <p>Collaborative groups of students draw a Mind Map of the elements that led to the greatness and the enduring influence of the civilizations of Greece and Rome. Groups share their Mind Maps and discuss what they see as the most significant factors in the rise and historical impact of civilizations.</p> <p style="text-align: right; margin-top: 20px;"><i>(continued)</i></p>

8.3.5 Legacy of Ancient Greece and Rome







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-032 KP-046 KE-056 VI-005	Students brainstorm a list of factors they believe may lead to the decline of a great civilization. When the contribution of ideas begins to slow down, the ideas are sorted into category titles proposed by the students (e.g., problems inside the civilization, threats from outside, economic factors...). Students discuss what they consider to be the most significant factors in the decline of civilizations.
— or —		
	KH-032 KE-056 VI-005	Students view contemporary images of architecture that includes columns, arches, or statuary that are influenced by Greek and Roman building styles. After viewing the images, students discuss why many of the most imposing or majestic buildings of modern times, such as the Manitoba Legislative Building, are based on elements of Greek or Roman architectural style. TIP: Provide students with images of local buildings, such as the Manitoba Legislative Building, as well as images of classical buildings of antiquity. Elicit adjectives and specific descriptions from the students as they observe the images. Encourage them to note symmetry, order, proportion, and to compare these buildings with buildings of antiquity.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KH-032 KP-046 KE-056 VI-005	Students select images of the arts in Greece and Rome (e.g., painting, sculpture, decorative arts, architecture...), and create an electronic portfolio of the arts of classical antiquity. Students share their images in small collaborative groups, and develop a list of the characteristics of the arts and culture of antiquity that they believe have had an ongoing impact and have contributed to their historical continuity. TIP: Engage students in discussion about cultural elements and ideas that are “here today, gone tomorrow” as opposed to those that are lasting. They may be able to generate many contemporary examples and discuss what they think are the characteristics that generate a lasting cultural influence (i.e., continuity).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome






Assessment	Outcomes	Strategies
	KH-032 KP-046 KE-056 VI-005	<p>Activate <i>(continued)</i></p> <p>Pairs or triads of students find definitions of the term <i>classical</i>, and create a concept overview showing how the word is often used by historians and the values it entails. Student share their Concept Overview with each other and discuss characteristics that have made Greece and Rome exemplars of classical civilizations.</p> <p>TIP: Highlight the characteristics of classicism, such as balance, formality, objectivity, order, simplicity of design, and respect for recognized rules or patterns. Encourage students to think analytically about what they have learned about Greek and Roman civilizations. It may be useful to invite students to revisit their Concept Overviews at the end of the learning experience.</p> <p> 8.3.5 a BLM: Classical Civilizations: Concept Overview</p>
 	KH-032 KP-046 KE-056 VI-005	<p>Acquire</p> <p>Pairs or triads of students select a historical achievement or idea of enduring influence that originated in ancient Greece or Rome. Using print or electronic resources, students gather information on ways in which our contemporary world has been influenced by the selected achievement or idea, and create a short illustrated placard for a “Classical Hall of Fame” for the classroom.</p> <p>TIP: This research may also be carried out as a Jigsaw activity, in which various members of collaborative groups are assigned a particular aspect of classical culture (e.g., the arts, architecture, philosophy, science, technology, mathematics...). Students should focus on ideas or achievements that have a clear contemporary influence (e.g., they may present a symbolic award in a short speech as part of a simulated “nomination ceremony” to the Hall of Fame). Examples of specific areas of influence and achievement are suggested as separate activities in the strategies that follow.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>

Teacher Reflections







8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
	KH-032 KE-056 VI-005	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students gather information to compare Greek and Roman gods and goddesses, and to learn of the influence of ancient religion on contemporary elements of culture, such as the calendar and astronomy. Students may summarize their results in the form of a poster depicting the planet names and their origins, or the seven-day calendar and the origins of the names of the days of the week.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
		<p>Collaborative groups of students carry out a mini-research project to find a list of the titles of tragedies and comedies of William Shakespeare that are inspired by ancient Greece or Rome. Students share their findings and discuss the reasons why this period continues to have such appeal for dramatic writing.</p> <p>TIP: Examples include <i>Titus Andronicus</i>, <i>The Comedy of Errors</i>, <i>Julius Caesar</i>, <i>Troilus and Cressida</i>, <i>Antony and Cleopatra</i>, <i>Coriolanus</i>, <i>Timon of Athens</i>, <i>Pericles</i>. Students may be able to pick out many of these works based on their titles alone using an index of the collected works of Shakespeare. Students may later be invited to select a short passage from one of the historical plays of Greece or Rome to perform or read to the class.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
		<p>Beginning with a list of examples of words and expressions that have their roots in Greek or Roman culture, students carry out etymological research on the influence of ancient Greece and Rome on the English language and alphabet. Students share their findings with each other, adding their own contributions to the list.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Greek Roots</p> <p> BLM: Roman Roots</p>
		<i>(continued)</i>
<p>Teacher Reflections</p>		





8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-032 KE-056 VI-005	<p>Students carry out a mini-research project about the contribution and influence of a selected mathematician, mathematical idea, or scientific idea of ancient Greece or Rome. They may share their discoveries in collaborative groups in the form of a short lesson delivered in Socratic style and by using visual prompts or drawings. A list of suggested topics as a starting point is included in BLM 8.3.5d. Students may discuss the quotation from Aristotle in a guided plenary session.</p> <p>TIP: The examples of the Pythagorean theorem have been selected as part of the Grade 8 mathematics curriculum (SS-II.2.8: uses concrete materials and diagrams to develop the Pythagorean relationship in triangles; SS-II.4.8: uses the Pythagorean relationship to calculate the measure of the third side of a right triangle given the other two sides, in 2-D applications). A model of the Socratic method of teaching the Pythagorean theorem is found in Plato’s dialogue <i>Meno</i> (82b–85d).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Ancient Mathematical Thought</p>
	or	
	KH-032 KP-046	<p>Collaborative groups of students read an informational text about the decline of ancient Greece and the decline of ancient Rome. Following the reading and using BLM 8.3.5e, students discuss which factors they consider to be the most significant in the decline of these civilizations. Groups present their conclusions to the class, and the class discusses whether internal factors or external factors are the greatest influences on the rise and decline of civilizations.</p> <p style="text-align: center;"> BLM: Decline of Ancient Greece and Ancient Rome (2 pages)</p>
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KH-032 KP-046 KE-056 VI-005	<p>Collaborative groups of students create a physical replica of an architectural monument of ancient Greece or Rome (e.g., Statue of Zeus at Olympia, Colossus of Rhodes, Parthenon, Temple of Athena; the Pantheon, the Aqueducts of Rome, the Via Appia, the Baths of Caracalla, Trajan’s Markets, the Circus Maximus, and the Colosseum...). Student models may be displayed in a Gallery Walk of ancient Greece and Rome.</p> <p>TIP: Ask students to observe and highlight the idea of mathematical proportions of design in Greek architecture (e.g. the Parthenon), and the perfection of the use of the arch and of new building materials (e.g., concrete) in Roman architecture. Suggest that students use recycled materials that realistically represent the original materials. As an extension to this activity, have students consider the claim of Augustus Caesar that he “<i>found Rome a city of brick and left it a city of marble.</i>”</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KH-032 KP-046	<p>Students create an illustrated map showing the internal and external factors (including invasions and wars) that led to the decline of Greece and Rome. The map should include a legend explaining the symbols used to illustrate events or developments, as well as significant dates.</p> <p>TIP: Half the class may be assigned ancient Greece and the other half ancient Rome, after which students may share their maps in groups.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
 	<p>KH-032 KP-046 KE-056 VI-005</p>	<p>Apply</p> <p>Collaborative groups of students create a multimedia presentation to illustrate the enduring legacy of ancient Greece and Rome and their influence on western civilizations over time. The presentation may include examples from Greek and Roman art and architecture, philosophy, science and mathematics, and technological achievements. Following the presentations, students discuss evidence in contemporary society of the enduring influence of these civilizations, and consider why they are often considered the “classical ideal.”</p> <p>TIP: Different groups may select or be assigned either Greece or Rome for the presentations. Encourage students to divide tasks in their groups so that each member of the group is responsible for one area of achievement. Students may use a web such as the one provided in BLM 8.1.3: “Sample Web: Civilizations” to study and analyze these civilizations.</p>
<p>or</p>		
 	<p>KH-032 KP-046 KE-056 VI-005</p>	<p>Students create a museum Gallery of Antiquity in which they display exhibits of the technologies, achievements, ideas, and arts of ancient Greece and Rome. Ideas for exhibits include:</p> <ul style="list-style-type: none"> • Models or posters of Greek or Roman cities, architecture, monuments, or art • Student reproductions of artifacts or extracts of ancient writings • Scientific or mathematical demonstrations • Student simulations of individuals of Ancient Greece or Rome making speeches, performing drama, teaching, discussing ideas, or making political decisions <p>Students invite guests (e.g., other classes in the school, parents, senior groups...) to view the displays and interact with the presenters as they would in a museum. Students may prepare Exit Slips, and invite guests to respond to the displays, to gather information about the effectiveness of their presentations.</p>

(continued)

Teacher Reflections

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
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Apply *(continued)*

or

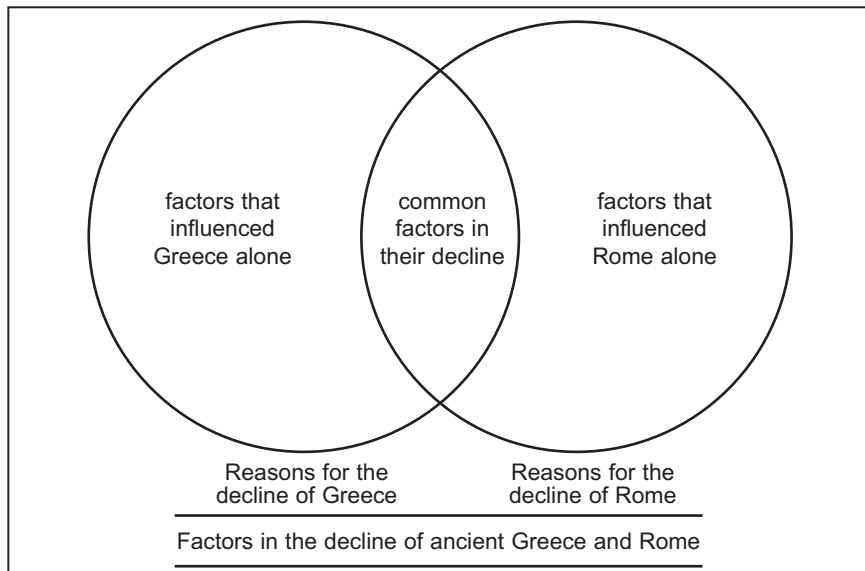
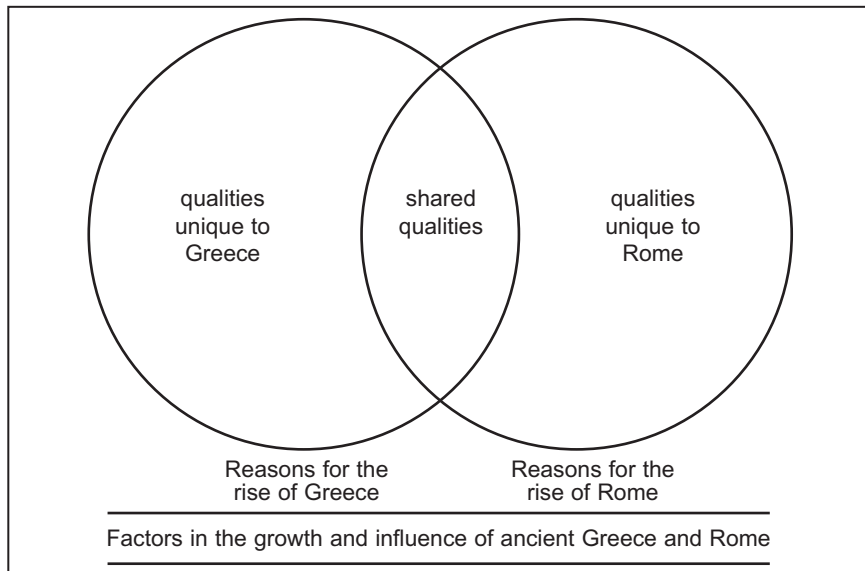


KH-032
 KP-046
 KE-056
 VI-005







Students create two Venn diagrams incorporating words and symbols to represent the factors that influenced:

- 1) The rise of Greece and Rome
- 2) The decline of Greece and Rome






Sample Venn diagrams:



8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-032 KP-046 KE-056 VI-005	<p>Students create a collage representing significant ideas of Greece and Rome that have had an enduring impact on civilizations. The collage may include images, artwork, symbols, key words, extracts from literature, and quotations from historical figures and historians. Collages are posted and students circulate to view and respond to them.</p> <p>TIP: Encourage students to be creative and plan their collage in advance so that it provides a synthesis of what they have learned about the impact of Greek and Roman thought and culture. It may be useful to introduce students to the idea of the European Renaissance as a period in which philosophy and the arts flourished as inspired by a rebirth of interest in the ideas of classical antiquity.</p> <p> BLM: Ideas of Ancient Greece and Rome</p>
or		
 	KH-032 KP-046 KE-056 VI-005	<p>Groups of students engage in a team deliberation about the greatness of Greece and Rome, responding to the question of which society was superior. Arguments for each side must be based on historical evidence, and must reflect reasonable and logical historical interpretation.</p> <p>TIP: This activity should follow the guidelines outlined in TN-2. Remind students that this is an example of a historical question that does not have a correct answer. It also offers the opportunity to discuss the influence that cultures continually have on one another and ways in which they “borrow” from one another. It may be useful to follow up the team deliberations with a class discussion on the question of whether societies of the past ever really “die” or whether they simply find a new incarnation in a successive society. Students may be invited to write a short reflection on this topic for their history journals.</p> <p> Appendix H: Teacher Notes: Team Deliberation</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KH-032 KP-046 KE-056 VI-005	Collaborative groups of students tell the story of the rise and decline of Greece or Rome in the form of an illustrated legend, or as a tragic or comedic drama. The legend or drama should exemplify some of the principles of classical thought, including: <ul style="list-style-type: none"> • Respect for strength and power • The triumph of reason over emotion • The search for excellence, heroism, the tragic principle that greatness contains the seeds of its own destruction Students present their stories to the class. In a guided discussion, students consider whether there are ways in which history repeats itself, using examples of events and developments from modern times.
— or —		
	KH-032 KP-046 KE-056 VI-005	Students write a letter to a writer, poet, playwright, leader, mathematician, scientist, general, or philosopher of Greece or Rome with the purpose of formally thanking her or him for the lasting contributions of their civilization to modern societies. The letter should include concrete examples of the influence of classical antiquity and should supply the relevant historical information.
		
— or —		
	KH-032 KP-046 KE-056 VI-005	Students write an ode to ancient Greece or Rome, including an illustration in the style of ancient art. The odes are read to the class and displayed for feedback.
		
<p>Teacher Reflections</p>		

Ancient Societies of Greece and Rome**Cluster 3—Connecting and Reflecting****Student:**

Using your “Ancient Societies of Greece and Rome” portfolio, reflect on the enduring influence of those cultures on the world and give examples of how this influence is evident in your life today.



8.3.5 BLM: Ancient Societies of Greece and Rome: Connecting and Reflecting

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Teacher Reflections