

2012

An Introduction to Ancient Greece and the Birth of Drama

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Recommended Citation

Kruger, Erin, "An Introduction to Ancient Greece and the Birth of Drama" (2012). *Open Educational Resources*. 49.
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An Introduction to Ancient Greece and the Birth of Drama

Created by: Erin Kruger

Mount Pleasant Community High School, Mount Pleasant Community School District

Grade Level (Req.): 10th grade	Content Area (Req.): Language Arts	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • Geography • • 		
Time Frame (Req.): Two 45 minute periods or one 85 minute period	Goal (Req.): To help students use the five themes of geography to develop an understanding and awareness of the life and culture of ancient Greece.	
	Objective (Req.): English II students will be able to identify and explain the five themes of geography and how these themes teach us about the impact of ancient Greece on society throughout time.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • 5 Themes of Geography guided notes/PowerPoint • Outline created for modern Greece • Computers; mobile lab • Books focusing on Greece • Atlases • Maps of ancient Greece • LCD projector with PowerPoint 	<ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What do the concepts of location, place, human/environment interaction, movement, and region tell us about both modern and ancient Greece and the spread of ideas throughout the world?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. Start the lesson by reading each of the 5 themes aloud in class and discussing each one. Guide students through a discussion about the themes in relation to the world and Mt. Pleasant. This discussion will then lead to a discussion and repetition of the process exploring both modern and ancient Greece. Possible discussion questions include: Location – 1) Get out atlases and find absolute locations for various world cities – New York (40.7142691, 74.0059729), Rome (41.8954656, 12.4823243), Beijing (39.904667, 116.408198), Mumbai (19.017656, 72.856178), New Delhi (28.635308, 77.22496); 2) What is the absolute location of Mt. Pleasant? Answer = 40.9396859, 91.5399177; 3) What is the relative location of Italy? Answer = It is north of Libya, west of Bulgaria, east of Spain, and south of Germany; 4) What is the relative location of Mt. Pleasant? Answer = Mt. Pleasant is north of Keokuk, west of Burlington, east of Fairfield, and south of Iowa City. Place – 1) What can you infer might be human characteristics of Italy? Answers = Speak Italian, primarily Catholic, industrial, farming and agricultural areas; 2) What are the Human Characteristics of Mt. Pleasant? Answers = Speak English (some Spanish), farming community, mostly Christian, becoming more ethnically diverse; 3) What can you infer might be physical characteristics of Colorado? Answers = mountains, lakes, rivers, valleys; 4) What are the physical characteristics of Mt. Pleasant? Answers = Great Plains, Skunk River, 		

rolling hills, trees, cornfields on outlying areas. Human-Environment and Interaction – 1) How do people in Iowa affect the environment? Answers = farming, plowing, fertilizing, using pesticides, areas of industrial and urban construction, urbanization in some areas; 2) How does the environment affect the people in Iowa? Answers = Tornadoes, flooding, thunderstorms, and blizzards. Movement – 1) What are the imports of Mt. Pleasant? Answers = Bananas, oil, rice; 2) What are some exports of Mt. Pleasant? Answers = Processed turkeys, Heatilator products; 3) What are some ideas that have come to Mt. Pleasant from somewhere else? Answers = Christian church- Christianity began in the Middle East and has spread outward, Farming/Irrigation Techniques- ideas from others have spread to SE Iowa to help combat flooding and other farming issues, Industry- ideas and concepts used in industry have been brought to MP from other areas. Region – 1) What is a Functional Region in Iowa and why? Answer = Des Moines- because the laws made there affect the entire state, Mt. Pleasant High School- because the students surrounding it go to school there; 2) How many Formal Regions are you in right now? Answers = your chair, the classroom, the building, the area code, the zip code, school district, township, county, state country, continent, hemisphere.

2. Using the document “5 Themes Worksheet for Modern Greece,” guide students through discovering information about modern Greece – Athens in particular. Help students to discover the absolute and relative locations and then allow students to work on their own for the remainder of the worksheet. Students may use books or the mobile lab to help them discover information about modern Greece.
3. As a class, discuss the answers that students found pertaining to modern Greece. **Note: When discussing, show pictures of monuments.
4. Extending the lesson: Using the document “5 Themes Worksheet for Ancient Greece,” guide students through discovering information about ancient Greece – Athens in particular. Help students to discover the absolute and relative locations and then allow students to work on their own for the remainder of the worksheet. Students may use books, maps, or the mobile lab to help them discover information about ancient Greece.
5. As a class, discuss the answers that students found pertaining to ancient Greece during the Hellenistic period.
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Formative Evaluation (Req.): Completion of worksheet

Assessment (Req.): In order to continue to develop writing skills, have students pretend that they are exchange students in Greece. They have been visiting Greece for approximately a week, and they are going to draft their first letter/email/Facebook message to people back home. Have students compose a writing that includes the 5 Themes of Geography describing their time of study within Greece. Letters need to include each of the

	<p>themes of geography and 3 supporting facts – therefore, I will be looking for 15 points throughout the letter.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography, grade 9-12: Understand how physical and human characteristics create and define regions. • Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • Geography, grade 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems. • Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. • Language Arts, grade 9-12: Read widely from fiction, nonfiction, and electronic resources for information and personal fulfillment. • Language Arts, grade 9-12: Read for a variety of purposes and across content areas – read for purposes relating to fiction and nonfiction. • Language Arts, grade 9-12: Adjust reading rate and strategies according to purpose. • Language Arts, grade 9-12: Use a variety of skills and strategies to comprehend complex nonfiction and informational text. 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information • The physical and human characteristics of places • How culture and experience influence people’s perceptions of places and regions • The physical processes that shape the patterns of Earth’s surface • The characteristics and spatial distribution of ecosystems and biomes on Earth’s surface • The characteristics, distribution, and migration of human populations on Earth’s surface • The characteristics, distribution, and complexity of Earth’s cultural mosaics • How human actions modify the physical environment • How physical systems affect human systems • How to apply geography to interpret the past 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- <http://www.migrationinformation.org/Feature/display.cfm?ID=228>
- <http://www.spainexchange.com/guide/GR-history.htm>
- <http://www.ellada.net/ellada/regions.php>
- <http://itouchmap.com/latlong.html>

Describe Ancient Athens, Greece: Five Themes Outline

1. Location: Where is it? List latitude & longitude.

List several relative locations: like coastal or landlocked? Location within which continent? What neighboring nations?

2. Place: What's it like? **Physical characteristics** (climate, mountains, lakes, deserts etc)

Human –made characteristics (famous buildings, monuments, urban-rural differences)

3. Human-Environment Interaction: How have people changed Greece and used Greece's resources? (Fishing, farming, manufacturing, mining, forestry, hydroelectric dams, pollution)

4. Movement: How is this place connected to other places?

* Movement of **Goods:** What **goods** are exported? What goods are imported & from where?

* Movement of **People:** What are past and present migrations of **people**?

* Movement of **Ideas**: (look at history, including religion and languages spoken)

5. Region: List regions within the country. (Please list both functional and formal regions).



The 5 Themes of Geography

This lesson will help us to:

Understand the influence of Greece on our world today

Read nonfiction texts and documents such as maps and
webpages

just Think of Greece as a country with a history and influence, not
a place on a map

1) *Location*: There are two types of location, absolute location and relative location.

Absolute location is the position on the Earth in which a place can be found. An address can be an absolute location. There is only one Mount Pleasant High School, 2104 S. Grand Ave., Mt Pleasant, Iowa, 52641. For this class we will be using Latitude and Longitude. There is only one 42 degrees North, 92 degrees West on the Earth.

Relative location is the position of a place relative to another place. We use this every time we give directions. North on 4th Street for 2 blocks and turn right. Stay on this road till you come to a 4 way stop sign and turn left. Second house on the right. This is an example of relative location. For this class we will be using what is North, South, East, and West of the location. Iowa is North of Missouri, South of Minnesota, East of Nebraska, and West of Illinois.

2) *Place*: There are two ways to describe place, human characteristics and physical characteristics.

Human characteristics are ways a person can describe the people of a location. What are the languages of the location? The religion, life expectancy, Gross National Product, occupations, and the percent of people living in cities are all human characteristics.

Physical characteristics are ways a person can describe the land or climate of a location. Is the location hot or cold? How many seasons does the location have? Is it dry or wet? Is it mountainous or flat? Desert, rainforest, lakes and rivers are also physical characteristics.

3) *Human Environment and Interaction*: This theme explains how the people affect the environment around them and how the environment affects the people.

How do people effect the environment? People effect the environment in many ways, but the important part is how do the people effect the environment in your area that is important. Or how do people in that area effect the environment differently than us?

In Iowa, people effect the environment by farming, using pesticides, and using fertilizer. Hog farms tend to be an issue in Iowa for their effect on the environment. Even flushing the toilet effects the environment one way or another. *How does the environment affect us?* Ask any Iowan what happens in the spring and the answer you get is tornadoes and floods. Most homes in Iowa have a basement or cellar to help protect us from tornadoes and most cities have dikes to protect against flooding. We cancel school in the winter for snow and wind chill and at the beginning of the school year we may let school out early due to heat. Because of the weather, we wear shorts and sun block in the summer and bundle up for the winter.

4) Movement: This theme explains the imports, exports, and the exchange of information between different areas.

Imports are items that are needed and have to be brought in from somewhere else. In Iowa, we don't have the climate to grow bananas so we must import them. We also don't build cars, grow rice, or have gold or diamonds. All of these items have to be brought in from somewhere else.

Exports are items are made or grown and sent to other places. Iowa is a major corn and pork producer. These items are grown or raised here and exported to other states or countries. John Deere tractors are also made in Iowa and exported out of Iowa.

The Exchange of Goods and Ideas. Any time new people meet ideas are exchanged, intentionally or not. This can be bad or good. When the Pilgrims met the Native Americans, goods and ideas were exchanged. The Native Americans gave the Pilgrims supplies to get through the winter and gave them ideas by showing them how to grow food in this new environment. The Pilgrims also, unknowingly, gave the Native Americans European diseases.

5) **Region:** An area with similar characteristics.

A *Functional Region* is a place with a center location and it affects all of the area around it. Washington D.C is a Functional Region, because the laws made there affect the rest of the country. The Nile River in Egypt is a Functional Region, because it gives water to millions of people in the Sahara Desert.

A *Formal Region* is a place that has one characteristic through out the entire area. A tropical rainforest is a formal region, because there is rainforest through out. If a region has a name or a boundary it would be a Formal Region. The Mississippi River is a Formal Region, either you are in it or you are not.

Describe Modern Athens, Greece: Five Themes Outline

1. **Location:** Where is it? List latitude & longitude.

39.074208, 21.824312

List several relative locations: like coastal or landlocked? Location within which continent? What neighboring nations?

Coastal, made up of islands, located in southern Europe, north of Libya, south of Bulgaria, east of Italy, west of Turkey.

2. **Place:** What's it like? **Physical characteristics** (climate, mountains, lakes, deserts etc)

mountainous (Mount Olympus); a large number of islands, notably Crete, Corfu, and Rhodes, numerous beaches; Climate: for over two-thirds of the year the country experiences clear, sunny skies. Temperatures do vary. Winters are mild and rainy, with temperatures sometimes dropping to freezing point, especially in the north. Summers are long and dry, with extremes of 99°F, making the yearly mean temperature about 63°F. Precipitation varies from areas that receive 1.5 inches of rain each year to areas that receive over 50 inches of rain each year.

Human-made characteristics (famous buildings, monuments, urban-rural differences)

Monuments – Acropolis of Athens, The Greek Parthenon, ancient Olympus, the Minoan Palace of Knossos; Urban-rural differences: tourism is huge, land is fertile, cities historical, cities busy and focus on culture, rural areas boast hiking and skiing as well as other outdoor activities, rural areas reflect historical changes as well with architecture from other nations and cultures that once ruled Greece

3. **Human-Environment Interaction:** How have people changed Greece and used Greece's resources? (Fishing, farming, manufacturing, mining, forestry, hydroelectric dams, pollution)

Land is fertile and used for farming. However, due to terrain, much of the land is not usable for farming. Industry and mining are popular due to the natural resources of Greece. Manufacturing and the production of manufactured goods is important to the Grecian economy

4. Movement: How is this place connected to other places?

* Movement of **Goods:** What **goods** are exported? What goods are imported & from where?

Imports: machinery, transport equipment, fuels, chemicals from Germany, Italy, Russia, China, France, and the Netherlands

Exports: machinery, fruit and vegetables, chemicals, clothing, mineral fuels, textiles, iron and steel, aluminum and aluminum alloys to Italy, Germany, Bulgaria, Cyprus, US, UK, and Romania

* Movement of **People:** What are past and present migrations of **people**?

Answers: Most new immigrants hail from Central and Eastern Europe, and a good number of them still reside in Greece without authorization. People from Asia (particularly Iraq, Pakistan, and India) have recently been increasing in number within Greece. From 1890-1914, almost a sixth of the population of Greece emigrated, mostly to the United States and Egypt. Between 1950 and 1974, many Greeks emigrated to Western Europe, the US, Canada, and Australia. Economic and political

reasons often motivated their move, both connected with the consequences of a 1946-1949 civil war.

* Movement of **Ideas**: (look at history, including religion and languages spoken) Answers: Greece is the cradle of western civilization and thought as we know it. By 800 BC, city-states such as Sparta and Athens came into being. These city-states were independent, yet they were connected through alliances and connections of leaders. The classic period gave birth to many of the symbols and important ideas within our culture. However, the Peloponnesian Wars led to the destruction of Athens by Sparta. Alexander the Great soon brought in the Macedonian empire which ruled during what we know as the Hellenistic period. Greek culture and ideas were combined with other culture and ideas, which soon spread across the landscape. Greece was later controlled by the Romans, the Byzantine Empire, and the Turkish Empire. Greece became independent in 1827. As a result of the various empires and countries that controlled Greece, the ideas, language, and religious ideas combined and spread throughout the world. Ideas such as democracy, drama, and science, collided with other ideas from other cultures to create the ideas of democracy, drama, and science that we know today.

5. Region: List regions within the country. (Please list both functional and formal regions).

Answers: (Formal Regions) Thrace, Macedonia, Thessaly, Epirus, Central Greece, Attica, Peloponnese, Aegean Islands, Ionian Islands, Crete (Functional Regions) Athens, Parthenon, Acropolis of Athens

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