



# Aegean Adaptability: Geography and the Ancient Greeks

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**Grade Level** 6  
**Duration** 3 class periods

**ELL Adaptation by** Rhonda Gonzalez

SIOP Elements		
<p><b>Preparation</b>  <b>Adapting content</b>            Linking to background            Linking to past learning  <b>Strategies used</b></p>	<p><b>Scaffolding</b>  <b>Modeling</b>  <b>Guided practice</b>            Independent practice  <b>Comprehensible input</b></p>	<p><b>Grouping Option</b>  <b>Whole class</b>            Small groups  <b>Partners</b>  <b>Independent</b></p>
<p><b>Integrating Processes</b>  <b>Reading</b>  <b>Writing</b>            Speaking  <b>Listening</b></p>	<p><b>Application</b>            Hands on  <b>Meaningful</b>  <b>Linked to objectives</b>            Promotes engagement</p>	<p><b>Assessment</b>  <b>Individual</b>            Group  <b>Written</b>            Oral</p>

### Arizona ELP Standards

ELL Stage IV

Basic

Reading

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.**

**The student will demonstrate knowledge of reading comprehension by:**

B-8: summarizing the main idea and supporting details from text.

B-13: identifying the cause and effect relationship between two related events in a literary selection.

Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

**The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:**

B-1: writing text that incorporates details.

## Overview

The early Greeks had limited resources and adapted to their natural environment. Living on an infertile,

## Aegean Adaptability

rugged, mountainous land, which offered few natural resources, the Greeks took to the sea. They became fishers, sailors, and merchants of the sea, trading with civilizations as far away as Egypt.

## Key Vocabulary

**sea** - a large body of salt water smaller than an ocean

**rocky** - full of rocks; like rock

**natural resource** - any useful material found in the environment

**island** - a body of land surrounded by water

**mountains** - a landform high in elevation larger than a hill

**fertile** - containing substances plants need in order to grow well

## Additional Materials Needed for ELLs

- Answer Key for Highlighting Handout 1
- Geography of Ancient Greece--Summary Sheet for Use in Assessment
- Cause and Effect--Do with a Partner Handout 2
- Vocabulary Cards
- ELL Assessment-Handout 3
- ELL Student Example

## Procedures

### SESSION ONE

1. Have students read pages 6 and 7 in National Geographic's Reading Expeditions, Civilizations Past to Present, Greece. While the class reads these pages, have beginning ELL students highlight the following words on a copy of the pages: ancient, civilization, democratic, sea, city-states, citizens, and Greece. (**Preparation: Adapting Content; Integrating Processes: Reading; Scaffolding: Guided Practice**)

2. Begin a discussion about the unchanging geography of Greece using the physical maps on pages 6 and 7. If picture books or Internet sources are available share actual photos of the rugged terrain. (**Scaffolding: Comprehensible input**)

3. Distribute to ELL students the Vocabulary Cards. Be sure to use and emphasize the key vocabulary. (**Grouping: Whole Group; Scaffolding: Modeling; Integrating Processes: Listening**)

4. Referring to the map of Greece again, ask the following questions: *What do the physical features of the map tell you about Greece's land? How could*

*such an environment affect human life? What things did the early Greeks do to survive and to meet their basic needs?*

5. Distribute copies of Handout 1 (from English proficient lesson). Model for the class how to highlight/underline key points. Explain that this is a pre-writing strategy that will enable students to remember main ideas and significant details for the summary writing assignment. Continue to highlight with the whole class so ELLs can see what the important details are in this reading. (**Scaffolding: Independent Practice; Integrating Processes: Reading**)

### SESSION TWO

1. Distribute copies of Cause and Effect Do with a Partner Handout 2 to ELL students. Instruct students to analyze the selection for cause and effect by completing the worksheet. (**Grouping: Partners; Integrating Processes: Writing; Application: Meaningful, Linked to Objectives**).

### SESSION THREE

1. Distribute copies of Ancient Greece Writing Prompt & Checklist Handout 3 to students. Go over the writing prompt and checklist, discussing the criteria for the summary writing assignment. Explain that the summary will be graded in the areas of Organization, Ideas & Content, and Conventions (punctuation).

2. Give beginning ELLs the adaptation of the assessment, which is a cloze activity and a test of key vocabulary by drawing key terms. Beginning ELLs may also use the Summary Sheet for Use in Assessment to help them fill in the blanks. Intermediate ELLs should be able to write a summary on their own with their "Geography of Greece" highlighted or underlined page. Simply have them rewrite the sentences on the handout, putting the sentences into their own words and changing them slightly.

## Assessment

Handout 3 is the assessment for beginning ELLs. They should score 80% or above for mastery of the cloze version of the summary and for correctly identifying (drawing) the vocabulary words. The checklist would still be applicable for assessing the intermediate ELL students with mastery being a four or higher (**Assessment: Individual, Written**).