



# Aegean Adaptability: Geography and the Ancient Greeks

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**Grade Level** 6  
**Duration** 2 class periods

**ELL Adaptation by** Rhonda Gonzalez

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Essential Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

11. The patterns and networks of economic interdependence on the Earth's surface

#### Element 5: Environment and Society

15. How physical systems affect human systems.

## AZ Standards

### ELA

#### Reading

#### Key Ideas and Details

**6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Writing

#### Text Types and Purposes

#### 6.W.2 Write

informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools helps individuals understand their world.

**6.G1.1** Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

#### Human-environment interactions are essential aspects of human life in all societies.

**6.G2.1** Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere. Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

**6.G3.1** Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes

### HISTORY

#### The development of civilizations, societies, cultures, and innovations have

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### Research to Build and Present Knowledge

**6.W.9** Draw evidence from informational texts to support analysis reflection, and research.

### influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.  
6.H1.2 Explain the causes and effects of interactions between cultures and civilizations. Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

### SLOP Elements

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

### Arizona ELP Standards

#### Grade 6-8

#### Basic

#### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

#### Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.

B-1: introduce and present facts about an informational topic and provide a conclusion when writing and speaking.

## Overview

## Aegean Adaptability: Geography and the Ancient Greeks

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

### Purpose

In this lesson, students will analyze how the rugged geography of the land challenged the ancient Greeks. Students will explain how the environment caused the ancient Greeks to become sea traders. This lesson contains adaptations for diverse learners (ELLs).

### 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

### Materials

- Physical Map of Greece found at: <https://www.worldatlas.com/maps/greece>
- Geography and the Ancient Greeks PowerPoint
- Vocabulary Cards
- Vocabulary Practice
- The Geography of Ancient Greece reading and Answer Key to Highlighting
- Cause and Effect worksheet and Answer Key
- Ancient Greece Writing Assignment & Checklist
- Assessment and Answer Key
- Computer, Internet, Projection Device

### Objectives

The student will be able to:

- Evaluate how geography affected the early people of ancient Greece.
- Identify the causes that led Greeks to become seafarers.
- Analyze a reading selection for cause and effect.
- Write a summary describing how the land's limited resources caused the early Greeks to rely on the sea.

### Procedures

### SESSION ONE

- Project the physical map of Greece found at <https://www.worldatlas.com/maps/greece> and have students identify what white, gray, and green mean on the map. Then ask, "Would Greece be a good place for farming?" Solicit student responses without commenting on their correctness. **(Preparation: Linking to past learning or background)**
- Distribute the Vocabulary Practice sheet and project the Vocabulary Cards. Have students draw an image for each vocabulary word. **(Preparation: Adapting Content; Scaffolding: Comprehensible input)**
- Project the Geography and the Ancient Greeks PowerPoint. Have students partner and discuss the slides with their partners using the question on the top of each slide. At the end of a minute or so of sharing, have partner groups share their responses. **(Preparation: Adapting Content; Scaffolding: Comprehensible input, Integrated Processes: Reading, Speaking, Grouping Option: Partners)**
- Distribute copies of The Geography of Greece reading and ask students to read it as a whole class or in small groups. **(Grouping Option: Whole class or Small groups; Integrated Processes: Reading)**
- 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. **(Scaffolding: Modeling, Independent practice; Integrated Processes: Reading)**
- End class by projecting the Answer Key to the Highlighting and have students make corrections on their own work.

### SESSION TWO

*Prior to this session, decide which Assessment will be used (Writing Prompt/Summary or Fill in the Blank paragraph).*

- Distribute the Cause and Effect worksheet to students. Instruct students to analyze their highlighted reading from Session One for at least 3 causes and 3 effects. Explain that this work will help with the final assessment. Have students work with partners or in small groups to complete the worksheet. **(Integrated Processes: Reading, Writing; Application: Linked to Objectives, Meaningful)**
- Option One: Distribute copies of Ancient Greece Writing Prompt & Checklist to students. Go over

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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). **(Assessment: Written, Individual)**

9. Option Two: Distribute the Assessment and instruct students to use the words at the top of the page to fill in the blanks and create a summary. **(Assessment: Written, Individual)**

### Assessment

#### ELA and Social Science

The Ancient Greece Writing Assignment can be assessed with the Simplified Writing Traits Rubric in the areas of Ideas & Content, Organization, and Conventions, specifically punctuation. A score of 4 or higher will be considered mastery.

The fill in the blank Assessment can be scored for accuracy. A score of 80% or higher will be considered mastery.

The Cause and Effect worksheet can be graded. A score of 80% or higher will be considered mastery.

### Extensions

Even though Greece is a small country, its merchant fleet ranks high in total tonnage compared to other nations. Have students research modern Greece's shipping industry.

Have students create a Venn diagram comparing the Greeks and one of the river valley civilizations.

### Source

National Geographic's Reading Expeditions Series, *Civilizations Past to Present, Greece*  
Order # JK41204