

Book: *Greece*

Chapter One: The Landscape

Subject area(s): Social Studies

Amount of time needed: Two 40-minute periods or one 90-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Recognize and recreate the political boundaries and physical features of the nation of Greece.
- 2) Define the term archipelago.

Materials needed:

- ✓ Play-Doh, clay, or salt dough (3:1:1 ratio of flour, salt, & water)
- ✓ Cardboard
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Tape

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of Greece's landscape, including the meaning of the term archipelago.
- 2) Students will break up into groups of two or three and create topographic maps of Greece. The maps should include labeled line drawings of bordering countries and bodies of water. Greece should be three dimensional, showing that the country is very mountainous and made up of archipelagos. The maps should include the information from the Quick Facts, on page 12, either using flags made of toothpicks, paper, and tape or by writing it somewhere on the maps' surface.

Assessment:

- ✓ Do the maps show that Greece is mountainous and made up of archipelagos?
- ✓ Do the maps show the countries and bodies of water that border Greece?
- ✓ Is the information from the Quick Facts included in the project?
- ✓ Can students explain the meaning of "archipelago"?

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Chapter Two: Greece's History and Government

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period for writing and a portion of the following period for sharing

Objectives: At the end of this lesson, students will be able to:

- 1) Compose two journal entries written in two different historical periods, relating basic information about that period.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will write journal entries from the point of view of an individual living in Greece during a historical period other their own. Students should choose two specific dates, one BCE and one CE. For each date, they should pretend that they lived at that time and write a brief journal entry describing the world that they lived in at that time, including information regarding who was governing Greece at that time and at least one of the following: arts, education, religion, or warfare.
- 2) The teacher should circulate and choose a selection of the journal entries from throughout Greek history and have students share their entries.

Assessment:

- ✓ Do the journal entries include a specific date with information that matches that date regarding government and one of the following: arts, education, religion, or warfare?

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Chapter Three: The Economy

Subject area(s): Social Studies, Art

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Construct a poster describing the economy of Greece.
- 2) Name major industries, agricultural products, and export commodities of Greece.

Materials needed:

- ✓ Poster board or large pieces of paper
- ✓ Markers
- ✓ Old magazines or computers with Internet access
- ✓ Scissors
- ✓ Glue

Activities:

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of Greece. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should show which industries and agricultural products are important to the Greek economy and which products Greece exports to other nations.

Assessment:

- ✓ Does the poster adequately explain the Greek economy, including both text and pictures to show the industries, agricultural products, and export commodities?
- ✓ Is the poster attractive and neat?

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Chapter Four: Greece's People and Culture

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify qualities of the language, religion, education, sports, food, literature, arts, and music of Greece.
- 2) Write letters home as if they were exchange students in Greece.

Materials needed:

- ✓ Writing paper

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Greece's people and culture and will also refer to the recipes on pages 75–78.
- 2) The teacher will use this starter: “Imagine you are an exchange student in Greece. Write a letter to someone at home that describes what your life is like there and what you are learning about the people and culture of Greece. Include information about language, religion, education, sports, food, literature, arts, and music of Greece. Describe a meal using a traditional recipe (pages 75–78). Also include other imagined details of your life to make the entries seem realistic.”

Assessment:

- ✓ Does the letter contain information about language, religion, education, sports, food, literature, arts, and music of Greece?
- ✓ Does the letter contain other fictional information to promote a realistic “feel”?

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Chapter Five: The Cities

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) List the five major cities of Greece.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about two of the cities.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Computers, printers

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to name the five cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel brochure that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The brochures should be designed to invite people to visit these cities.

Assessment:

- ✓ Did the brochures contain information about the cities?
- ✓ Did the brochures contain pictures and text presented in an attractive format?
- ✓ Would the presentation make someone want to visit those cities?

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Chapter Six: Formation of the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

Materials needed:

- ✓ Copies of attached worksheet
- ✓ Pens

Activities:

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

Assessment:

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,
fill in the information in
the space given.

The European Union

Name the 25 Member Nations:

Pillar One

Pillar Two

Pillar Three

What is the EU? Include the term **autonomous** and its definition in your explanation.

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Chapter Seven: Greece in the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Explain the meaning of the terms intergovernmentalism and supranationalism.
- 2) Identify which policy Greece is supporting in the EU and why.

Materials needed:

- ✓ Paper
- ✓ Pens

Activities:

- 1) Working in pairs, the students will use the book to define the terms intergovernmentalism and supranationalism.
- 2) In those same pairs, the students will determine which policy Greece supports and why.
- 3) Working as a whole class, the dyads will report back what they have found. The teacher will select a scribe who will write the group information of the board.
- 4) The teacher will then lead the class in a discussion as to whether or not they would agree with Greece's stand.

Assessment:

- ✓ Did the dyads appropriately define the terms?
- ✓ Did they correctly identify Greece's position and the reasons for it?
- ✓ Did they participate in the class discussion in a meaningful way?