Learning Target Materials Needed:

- Student ISNs and PowerPoint Presentation
- Class set of textbooks and Ancient Greece Map
- Student copies of:
  - ISN Table of Contents
  - Ancient Greece Learning Goal and Scales
  - Cause & Effect Chart
  - Recycle Piece of Paper for Exit Ticket
Students will be able to describe the development and impact of government as well as citizenship; the scientific and cultural advancements; and the roles and contributions of individuals in Ancient Greece.
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<table>
<thead>
<tr>
<th>Exceeds Proficiency (Level 4)</th>
<th>Proficiency (Level 3)</th>
<th>Approaching Proficiency (Level 2)</th>
<th>Below Proficiency (Level 1)</th>
<th>Far Below Proficiency (Level 0)</th>
</tr>
</thead>
</table>
| Students will be able to describe the development and impact of government as well as citizenship; the scientific and cultural advancements; and the roles and contributions of individuals in Ancient Greece. | Students are able to describe **FOUR** of the following:  
1. the development and impact of government  
2. the development and impact of citizenship  
3. the scientific advancements  
4. the cultural advancements  
5. the roles and contributions of individuals in Ancient Greece. | Students are able to describe **THREE** of the following:  
1. the development and impact of government  
2. the development and impact of citizenship  
3. the scientific advancements  
4. the cultural advancements  
5. the roles and contributions of individuals in Ancient Greece. | Students are able to describe **TWO** of the following:  
1. the development and impact of government  
2. the development and impact of citizenship  
3. the scientific advancements  
4. the cultural advancements  
5. the roles and contributions of individuals in Ancient Greece. | No Evidence |

Students will be to determine the credibility of bias of primary and secondary sources.
## 3rd Quarter ISN – New Table of Contents!

<table>
<thead>
<tr>
<th>Left Side</th>
<th>Page</th>
<th>Right Side</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>0</td>
<td>3rd Q. Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td>(Blank)</td>
<td>2</td>
<td>Greece L. Goal &amp; Scales</td>
<td>3</td>
</tr>
<tr>
<td>Where in Greece? Answers</td>
<td>4</td>
<td>Greece Geo. Cause &amp; Effect</td>
<td>5</td>
</tr>
</tbody>
</table>
Today’s Learning Target to reach our Goal!

- Students will be able to describe how the geography of Greece impacted their government and culture.
Based on Today’s Learning Target, Students will be able to describe how the geography of Greece impacted their government and culture.

<table>
<thead>
<tr>
<th>I COULD TEACH today’s learning target!</th>
<th>I MET today’s learning target!</th>
<th>I ALMOST met today’s learning target!</th>
<th>I’m WORKING on today’s learning target!</th>
<th>I DON’T UNDERSTAND today’s learning target!</th>
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<tr>
<td>I can describe how the geography of Greece impacted their government AND culture as well as teach someone who is struggling to understand.</td>
<td>I can describe how the geography of Greece impacted their government AND culture without reviewing my ISN. I got this!</td>
<td>I can describe SOME OF how the geography of Greece impacted their government AND culture without reviewing my ISN.</td>
<td>I can describe how the geography of Greece impacted their government OR culture with the help of my ISN notes.</td>
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</table>
Where in GREECE?

Ancient Greece Physical & Political Map

Using the map handout of Ancient Greece and the map in the textbook on 351, read the clues and record the location in your ISN on page 4

Location #1
Clue #1: I am a body of water.
Clue #2: I am north of the Mediterranean Sea.
Final Clue: I surround the east side of Greece.

Location #2
Clue #1: I am the highest point in Greece.
Clue #2: My elevation is 2,900 meters.
Final Clue: I am a mountain range.

Location #3
Clue #1: I am tall.
Clue #2: I run north to south on the Balkan Peninsula.
Final Clue: I am a mountain range.

Location #4
Clue #1: I am connected to a large body of water.
Clue #2: I am south of the Adriatic Sea and east of Italy.
Final Clue: I surround a series of islands.
Where in GREECE?
Ancient Greece Physical & Political Map
Using the map handout of Ancient Greece and the map in the textbook on 351, read the clues and record the location in your ISN on page 4.

Location #8
Clue #1: I am densely populated.
Clue #2: I am a city near the tip of the Balkan Peninsula.
Final Clue: I am the capital city of Greece.

Location #5
Clue #1: I am a chain of islands.
Clue #2: I am west of the Balkan Peninsula.
Final Clue: I am in the Ionian Sea.

Where in the world are you?
Do you know where in Greece you are?

<table>
<thead>
<tr>
<th>A Greece Geography Scavenger Hunt- ANSWER KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aegean Sea</td>
</tr>
<tr>
<td>2. Mt. Olympus</td>
</tr>
<tr>
<td>3. Pindus Mountains</td>
</tr>
<tr>
<td>4. Ionian Sea</td>
</tr>
<tr>
<td>5. Ionian Islands</td>
</tr>
<tr>
<td>6. Balkan Peninsula</td>
</tr>
<tr>
<td>7. Peloponnesus</td>
</tr>
<tr>
<td>8. Athens</td>
</tr>
</tbody>
</table>
Video on the Geography of Ancient Greece
Pay attention so you’re prepared for your Exit Ticket.
(Teacher, each student needs a small piece of recycle paper to record their answers.)

Dear Teacher, The video is over 9 minutes but the students only need the information from the beginning to 4:25. Close the link & hand out quarters of paper for the ALMOST Exit Ticket.

https://www.youtube.com/watch?v=5FVpL4ma8nQ&t=10

ALMOST Exit Ticket: Don’t forget to write your name!

Name THREE ways that the people in Ancient Greece were affected by their geography.
We are NOT done yet!

Turn Your ISN to page 5 for “Teacher Notes”

Teachers, please handout the Cause and Effect chart per student. After completion, students will attach to their ISN on page 5.
Complete this Cause & Effect Chart & attach it in your ISN Notes on Page 5

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
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<tbody>
<tr>
<td>Mountains cover most of Greece.</td>
<td>Transportation was difficult; it was hard to unify the city-states</td>
</tr>
<tr>
<td>Several seas surround Greece.</td>
<td>Used seas as highways to link cities &amp; regions for new ideas; fishing</td>
</tr>
<tr>
<td>Greece traded with other regions.</td>
<td>Used seas as trade routes to get materials from others; introduced alphabet, coins, and products</td>
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**Linking the Lesson to Our Learning Target** *(Hey students, you don’t need to copy this line!)*

Students will be able to describe how the geography of Greece impacted their government and culture.

<table>
<thead>
<tr>
<th>Explain how the geography of Greece impacted their government.</th>
<th>The mountainous geography of Greece limited agriculture and political unity.</th>
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<tbody>
<tr>
<td>Explain how the geography of Greece impacted their culture.</td>
<td>The Greeks depended on the sea to connect with others and with the wider world.</td>
</tr>
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</table>
With your neighbor, explain the following...

- How did the geography of Greece impact their government?
  SNAP if you, talked about...

The mountains made transportation was difficult.
The mountains made it hard to bring all the city-states together or unify them under one centralized form of government.

- How did the geography of Greece impact their culture?
  CLAP if you, talked about...

The surrounding seas & waterways were used as highways to link cities & regions. The seas also allowed for cultural diffusion or exchange of new ideas. Their diet consisted of a lot seafood.

They used the seas as trade routes to get materials from others since they couldn’t grow it themselves. They were introduced to the alphabet, coins, and products from others to build or create their own for their city-state.
Based on Today’s Learning Target, Students will be able to describe how the geography of Greece impacted their government and culture. Write you score on your EXIT TICKET & Turn It In! 😊

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The Sabercat Way - 3P’s!

- Calculate the Class 3P’s Points
- Award ROARS for those who demonstrated them well