

FACES®

FACES
People, Places, and Cultures

GREECE

Greek civilization is one of the oldest civilizations on the planet. Explore its contributions to the ways in which you live your life today.

CONVERSATION QUESTION

How has Greek civilization contributed to the development of human societies?

TEACHING OBJECTIVES

- Students will learn about ancient and modern Greece
- Students will learn about Greek contributions to the modern world
- Students will analyze the combinations of cultural and environmental characteristics that make places both similar and different
- Students will classify a series of historical events as examples of change and/or continuity
- Students will compare life in specific historical time periods to life today
- Students will analyze and interpret data
- Students will use Greek roots as clues to the meaning of words
- Students will calculate averages



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **A Celebration of Greek Cuisine**
Expository Nonfiction, ~1050L
- **It's Greek to Me**
Expository Nonfiction, ~1050L
- **Let's Visit an Amphitheater**
Expository Nonfiction, ~1050L

A Celebration of Greek Cuisine

pp. 12–14, Expository Nonfiction

Use this article to help students understand how Greece’s vivid culinary tradition developed and led to dishes that may even find their way onto your plate.

Lexile Score: ~1050L



RESOURCES

- Analyze Place Worksheet

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will analyze the combinations of cultural and environmental characteristics that make places both similar and different
- Students will analyze and interpret data

KEY VOCABULARY

- sammie (p. 12)** a slang word for sandwich
- Acropolis (p. 12)** a fortified area of ancient buildings in Athens, Greece
- frugal (p. 13)** simple and plain and costing little

ENGAGE

Conversation Question: How has Greek civilization contributed to the development of human societies?

Ask students to share some of their favorite foods. Then challenge students to identify ingredients in their favorite foods that have their origin in Greece.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentences.

- By being _____, I can save enough money to buy another soccer ball.
- There were many statues of gods and goddesses in the _____.

READ & DISCUSS

After all students have read the article, use these prompts for a class discussion:

- What foods are common in Greek cuisine and how would you describe them?
- What can you infer about the environmental characteristics of Greece and their impact on Greek culinary traditions?
- How might Greek culinary traditions differ depending on one’s location?

SKILL FOCUS: Analyze Place

INSTRUCT: Pass out copies of the *Analyze Place* worksheet. Have students record cultural and environmental characteristics for each of the areas of Greece listed on the worksheet.

ASSESS: Have students work in pairs to discuss how the different areas are similar and different, based on their characteristics and common foods. Invite pairs to share their findings with the rest of the class, supporting their reasoning with evidence from the text.

EXTEND

Science Explain to students that olives are synonymous with Greek cuisine. Have students research olive trees to determine the ideal climate and weather in which they should grow. Then have them research Greece’s climate and weather patterns to determine where in Greece olive trees are likely to grow best.

Analyze Place

As you read the article, note both cultural and environmental characteristics of the areas listed below.

Hint: You may have to infer some characteristics based on details provided in the article.

	Cultural Characteristics	Environmental Characteristics	Common Foods (If a food is common to more than one place, list it more than once.)
Ancient Greece (rural)			
Ancient Greece (urban)			
Modern Greece (south)			
Modern Greece (central)			
Modern Greece (north)			

It's Greek to Me

pp. 28–31, Expository Nonfiction

Ever wonder why some foreign words seem related to your own language? Use this article about the Greek alphabet and how it influenced today's languages to teach students to classify events.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will classify a series of historical events as examples of change or continuity
- Students will use Greek roots as clues to the meaning of words

KEY VOCABULARY

- **Dark Ages (p. 28)** a period in Europe—often called the Middle Ages—following the collapse of the Roman Empire
- **New Testament (p. 30)** the second part of the Christian Bible
- **classical (p. 30)** a form of art regarded as representing an exemplary standard

ENGAGE

Conversation Question: How has Greek civilization contributed to the development of human societies?

Ask students to spell *United States*. Then ask which of the letters in *United States* comes from Greek. Finally, explain that this article reveals why much of our modern alphabet comes from Greek letters.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

After all students have read the article, use these prompts for a class discussion:

- How was the first Greek language written?
- What historical change did the Greeks introduce to the way alphabets were constructed?
- How did the Greek alphabet come to influence many modern languages today?

SKILL FOCUS: Classify Events

INSTRUCT: Explain to students that some historical events represent a significant change from the past while others represent a continuity. Have students work in pairs to review the article and determine whether events related to the development of the Greek alphabet represent historical change or continuity.

ASSESS: Have each student choose a historical event and write a paragraph that explains whether it represents change or continuity. Ask students to read their paragraphs to the class.

EXTEND

English Language Arts Explain that many words in English have their origins in the Greek language. Provide students with the Greek roots *auto* (meaning “self” or “alone”), *dec* (meaning “ten”), and *phil* (meaning “love”). Then have students work in groups to brainstorm a list of English words that use these roots. Challenge students to write definitions for these words.

Let's Visit an Amphitheater

pp. 32–33, Expository Nonfiction

Teach students to compare periods using this article about ancient Greek amphitheaters.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will compare life in specific historical time periods to life today
- Students will calculate mathematical averages

KEY VOCABULARY

- **hymns (p. 32)** religious songs or poems
- **amphitheater (p. 32)** a round or oval building, typically unroofed, with a space for the presentation of dramatic or sporting events
- **orchestra (p. 32)** the part of the theater containing musicians and singers

ENGAGE

Conversation Question: How has Greek civilization contributed to the development of human societies?

Ask students to imagine a movie theater—what are its parts or areas? What function does each part play? Then ask them to guess when the first movie theater was built. (1905) Finally, tell students that the presentation of drama is nothing new and that in fact, the ancient Greeks set the stage for how we view performances today with their construction of amphitheaters.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

After all students have read the article, use these prompts for a class discussion:

- How were ancient Greek amphitheaters laid out?
- What types of performances were held in Greek amphitheaters?
- How were audiences organized at Greek amphitheaters?

SKILL FOCUS: Compare Periods

INSTRUCT: Tell students that life in ancient Greece is comparable to life today in some ways. Divide the class into two groups. Have one group figure out how to act out the on- and off-stage activities in an ancient Greek amphitheater. Have the other group figure out how to act out these activities in a modern movie theater. Give each group time to prepare for their performances.

ASSESS: Have each group perform in front of the class. After each group has presented, draw a Venn diagram on the board and hold a class discussion in which students compare and contrast theater in ancient Greece with contemporary movie theaters. Record students' responses in the Venn diagram.

EXTEND

Math Remind students that Greek amphitheaters contained many rows for people to sit in and that some rows were nearly 200 feet away from the stage. Have students draw a rectangle and label the rear-center "Stage." Then have them label one side 200 feet. Tell them that one seated person takes up about 2.5 feet of space, and then have them estimate how many rows an average Greek amphitheater had.