Lesson #6 Greece I

Lesson Overview

With this lesson, students will be introduced to the geography of Ancient Greece. They will investigate the connection between the physical geography of Greece and the fact that the Greeks were great seafarers and explorers, merchants and traders. The majority of this lesson plan will be an introduction to the use of maps. Students will gain an appreciation of the uses of maps and will understand their importance both in past histories and today.

Greece is one of the most mountainous countries in Europe. Because of the rugged terrain, settlement occurred near the seacoast where port cities were established. The mountains also meant poor soils and Greece had very limited agricultural land. Greece is in a very active volcanic area, and earthquakes are also very common. Greece has very few rivers, and none of them are navigable.

Greece is made up of three geographical regions:

1) Macedonia, the rugged mountainous region in the north.
2) Peloponnese Peninsula of the south, where Cornith and Sparta are located.
3) Attica, the plains of Greece found in its middle and where Athens is located.

In addition, Greece is surrounded by six seas: Ionian, Mediterranean, Aegean, Crete, Marmara, and Black.

Because of the easy access to the seas, the Greek were great seafarers. They developed an extensive trade system and built a strong Navy. The Greeks established colonies throughout the Mediterranean and Black Seas during the first millennium BCE.. Pytheas was the first sailor and navigator who sailed as far as Britain and wrote a book “On the Ocean.”

The key to this lesson is to introduce the students to Ancient Greece and the physical geography of the area. There should be an emphasis on the connection of the physical geography (mountains, rugged terrain, lack of any substantial agricultural land, and the proximity of the ocean) and the settlement of the region. In addition students will be introduced to the importance of map use.

Objectives

- Recognize and use appropriate geographic tools and technology (e.g., maps, globes, graphs, diagrams) to answer geographic questions, analyze spatial distributions and patterns, and solve geographic problems.
- Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships.
- Locate places and explain geographic information or relationships by reading, and interpreting maps and other geographic representations.
- Investigating the importance of the physical geography of a specific place.
- Use maps to organize information about places, and environments in a spatial context.

Standards

a) Ancient Civilizations Standard 6.4: Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Greece.
b) National Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
c) National Geography Standard 3: How to analyze the spatial organization of people, places, and environments in a spatial context.

Materials

1) Video: “Globes, Maps, and Graphs: Geography Basics.” Rainbow Educational Media.
2) Classroom map of Greece.
3) Handout maps of Greece (attached at the end of this lesson plan).
4) Pencils
5) Rulers

Maps can be downloaded from: http://www.nationalgeographic.com/xpeditions/atlas/index.html

The University of Texas Perry-Castaneda Library Map Collection also has maps for downloading: http://www.lib.utexas.edu/maps/index.html

If maps from the UT Library are used, then you must attach the following acknowledgement: "Courtesy of The General Libraries, The University of Texas at Austin."

Preparation/References

The following links provide a good background on the geography and physical environment of Greece:

http://www.historyforkids.org/learn/greeks/index.htm

http://www.museum.upenn.edu/Greek_World/Index.html

http://www.ellopos.net/elpenor/greek-texts/ancient-greece/history-of-ancient-greece-1-geography.asp

Procedure/Sequence

1) Discuss with the students why maps are important. Talk about the importance of mapping and map reading in both the past and today and give them some examples of daily map use that they already know. Use examples that they can relate to such as a map of a bus route, the map in the mall, a road map or Thomas Guide of San Diego, etc. How would they know how to get somewhere they weren't familiar with without a map?

2) Discuss the timeframe of Greece in relation to Egypt and the location of the two civilizations in relation to each other. Have the students look at the timeline and point out how much later Greek civilization was in comparison to Egypt.

3) Introduce the geography of Greece and discuss with them how the physical landscape had an affect on the settlement of the area. What affect do mountains have? (They limited settlement because of the rugged terrain). What about the seas? (Port cities were more easily established and it also meant the Greeks were great seafarers). Ask them to think about San Diego as a large port for the Navy and whether they think the Ancient Greeks might have had a Navy? Why might the Greeks have been great travelers and traders? Have them locate the different seas surrounding Greece. Did the Greeks need to make maps of some kind? Why?

4) Watch the video on maps. The students will watch a 27-minute video on the types of maps and how to locate places on a map. The video also discusses the use of graphs and dealing with statistical information. Tell the students to pay careful attention to the ways one can locate places on a map. Tell them to pay attention too the use of color and symbols in maps. Also tell them to watch and listen carefully to the explanation of the scale of maps.

After viewing the video, the students will use the classroom maps to attempt to located places. They will then do several exercises using handout copies of maps of Greece.

<u>Map use exercises:</u>

1) After the students watch the video hand out copies of the National Geographic Xpeditions map of Greece. Discuss with the students what political boundaries are and have them shade in lightly with pencils the political boundaries of Greece.
    a) Ask them what are the names of the surrounding countries.
    b) Ask them how many seas are near and around Greece (answer: 6) What are the names of the seas? (Ionian, Mediterranean, Aegean, Crete, Marmara, Black)
    c) Ask them what is the name of the capital (and why are there two names –answer: one is in Greek and one in English; capitals are marked with a star and circle)
    d) Have them identify the location of Athens by using the longitude and latitude (38 degrees N and 24 degrees E)

Using the same map, explain to them that they are going to travel from Kerkira (on the island of Corfu, near Albania) to Hania (on the Island of Crete.) Ask them to locate Kerkira using longitude and latitude (20 E and near 40 N.) Then ask them to locate Hania (24 E and near 36 N.)

Now ask them how far it is from Kerkira to Hania. (Have them use the scale bar: measure the length of the bar and then measure off the distance between the two places.) If they were to travel directly over land and by sea, how many miles is it? (The scale is 3/4 of an inch to 70 miles.)

How far is it from Athens to Thessaloniki?

Note: it is important that the following three maps are printed out at the same size.

2) Hand out the relief map (it has physical relief but no place names.)

   e) Ask them what looks different with this map. What does this map tell us that the other map does not? What does the other map tells us that this map does not? (A relief map shows us the topography of a region) Does Greece have a lot of mountains?
   f) Where might farming take place in Greece by looking at the map? (Flat areas and valleys)
   g) Is the scale the same with both maps? (Have them measure the length of Crete in both the Xpeditions map and this map. They are close but not exactly the same. Tell them that their measurements of distance on one map will not be the same on the other because the scale is different.)

3) Hand out the map without relief but with place names. Ask the students what this map tells us that the other map does not.

4) Hand out the map that is only an outline.

   a. What does this map show us? (Only natural boundaries and rivers outlines)
   b. Have them write in Athens, the capital.
   c. Now have them refer to their first map (the Xpeditions map) and have them write in the oceans.

5) Explain to them that they are beginning to make their own map with information from other maps. Explain to them that this is how maps are produced. Explain to them that maps are made up of ***layers***.
6) Have the students put both the relief map and the outline map with place names together and hold them up to the light. Discuss with them that they now have a map with place names and physical relief. Now have them put the blank outline map (the one that they have marked the capital, Athens, and the seas) on top of the relief map and hold it up to the light. Ask them what do they have now? (A relief map with the seas and the capital.)
7) Have them put all three together and up to the light and tell them that they now have a complete map with place names, mountains, and rivers and seas.

Explain to them that ***cartographers*** (map makers) start with an outline of the natural boundaries (the blank outline map) and then add on the layers to make a complete map. One might call these "sandwiches" of maps --just like putting together a sandwich to eat.

Assessment:

1.) How does the physical environment reflect on settlement and what people might do for their livelihood?
2.) Why might have maps been important to the Ancient Greeks?
3.) How might maps be important to you?
4.) Vocabulary:
    a) Longitude
    b) Latitude
    c) Tropic of Cancer
    d) Tropic of Capricorn
    e) Cartography
    f) Equator
    g) Scale (1:1, etc..)
    h) Cardinal directions (East/West, etc.)